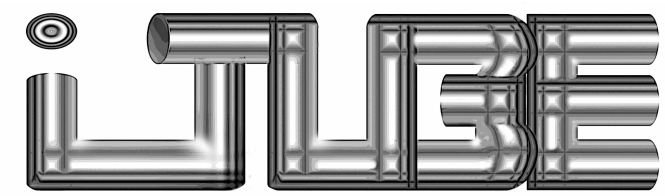


Leonardo Da Vinci Transfer of Innovation Project

I TUBE

Innovation **T**ransfer in contin**U**ous education of an integrated model

Based on p**E**rsonalization and digital portfolio.

LLP LdV- TOI- 10 – IT- 479

WP 3 GUIDELINES

27-07-2011

SUMMARY

Why to participate in the ITUBE experience

I TUBE project is aimed to support improvements in quality and innovation in Vocational Education and Training systems, institutions and practices, improving trainers' competences above all of trainers at a risk of exclusion from the Labour Market.
Through the integration and transferring of the use of digital portfolio in a personalization perspective, I TUBE will allow participants to:

- Improve their self-evaluation and learning personalization culture;
- Experience strategies for the valorisation of competences acquired in non-formal and informal contexts;
- Acquire awareness of owned competences;
- Make them visible through the digital portfolio;
- Improve their map of competences, including those connected to the personalization of learning experiences;
- Increase their professional flexibility and employability;
- Improve digital competences.

The renewed Training Market conditions and challenges, the evolution of pedagogical models and strategies, throw into crisis the stability of consolidated routines, above all the ones base on scholastic models and unfit with the needs of adult learners. ITUBE experience represents for trainers an opportunity to experience an innovative approach, to enrich the map of competences and to amplify the already owned competences transferring them on a digital level, to make them visible on the Labor Market, to actively self-orientate and arise again on the Labor Market with a renewed awareness. The experience itself is the content of the proposed ITUBE approach, to be later valorized in the daily work and training activity, after the experience will be concluded.

The 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 **contents** of the pilot run are focused on:

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 of personalization;
3. The digital portfolio.

For the development of contents refer to the Pilot run Toolbox.

The **actions** of Pilot run are, consequently, focused on:

1. What I need to become a Learning Personalization Trainer;
2. An experience of personalized learning based on self evaluation;
3. Make visible your competences.

How to use these Guidelines and why

The present Guidelines intend to give practical instructions in order to guide trainers in the actions of transfer of the I TUBE approach.

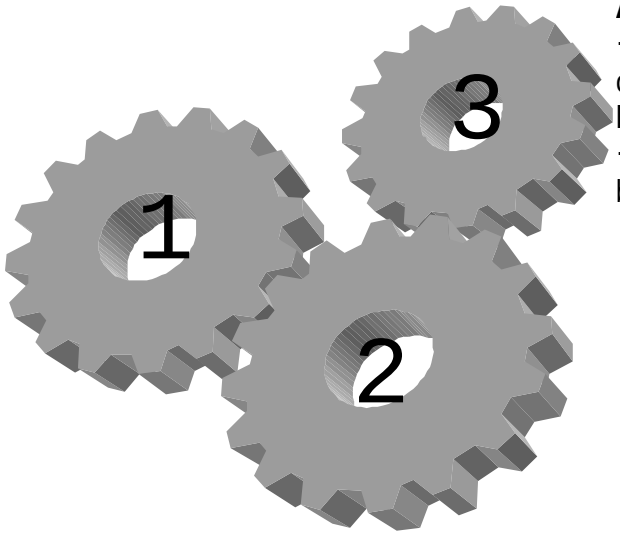
They are designed in a prescriptive mode.

They describe the Actions of the ITUBE experience:

1. Preliminary self-assessment: what I need to become a Learning Personalization Trainer
2. @ cycle: an experience of personalized learning based on self evaluation
3. Make visible your competences: how to build a Digital portfolio

Each Action of transferring is defined and described in terms of Indicators.

Action of transferring
→ Make visible your competences
Indicator
→Guide Participants to build the digital portfolio



Action of transferring
→What I need to become a Learning Personalization Trainer
Indicator
→Guide participants in the self-assessment

Action of transferring
→An experience of personalized learning based on self evaluation
Indicator
→Guide Participants in the @ cycle

Indicator of each action of transferring is later on detailed in descriptors.

STEP 1 WHAT I NEED TO BECOME A LEARNING PERSONALIZATION TRAINER

Indicator → Guide participants in the self-assessment

Descriptors:

- Choice activities, tools, methodology of self-assessment.
- Present the map of competences of the Learning Personalization Trainer.
- Choice which competences of the map to work on.
- Guide self-assessment with the chosen activities, tools and methodology.
- Collect and comment results of self-assessment.
- Guide the building of the summary/framework/map of the Portfolio.

1.1 Choice activities, tools, methodology of self-assessment

☞ Organize a preparatory meeting with the trainer in charge of the pilot run activities, analyse the Map of competences of the Learning Personalization Trainer, choice the most fit activities, tools, methodology of self-assessment to be proposed to participants to the experimentation activities, according to your usual approach, the context and the time available for this task.

☞ Prepare and duplicate the necessary materials to be proposed to participants for the self-assessment session (ex. Timetable, program, format, questionnaire, etc…)

1.2 Present the map of competences of the learning personalization trainer

☞ Organize the first meeting with participants.

☞ Remind the overall aims of the ITUBE approach.

- ☞ Remind the meaning of personalization according to the I TUBE approach and introduce the professional profile of Learning Personalization Trainer.
- ☞ Present and describe the Map of competences of Learning Personalization Trainer.
- ☞ Encourage observations, questions and discuss the Map with participants.
- ☞ Collect and report any interesting suggestion.

1.3 Choice which competences of the map to work on

- ☞ Invite participants to compare their professional profile of competences with the Map of competences of Learning Personalization Trainer.
- ☞ Discuss and decide in accordance with participants the competences of the map to be self-assessed and to be later included in the portfolio.

1.4 Guide self assessment with the chosen activities, tools, methodology

- ☞ Present to participants the tools, activities methodology for self-assessment of the chosen competences of the Map.
- ☞ Assign the task of self-assessment.
- ☞ Conduct and complete the self-assessment session.

1.5 Comment and discuss about the results of self assessment

- ☞ Organize a workshop session aimed to reflect on the results of the self-assessment.
- ☞ Encourage observations, questions and discuss the results with participants.
- ☞ Collect and report any interesting suggestions.

1.6 Guide the building of the summary/framework/map of the portfolio

- ☞ Present/remind the meaning and the approach of a digital portfolio to participants.
- ☞ Organize a project work session aimed to design the summary/framework/map of the portfolio.
- ☞ Give participants examples and instruction to design the summary/framework/map of the portfolio, you can use for example the same schema used for the Map of competences of the Learning Personalization Trainer, or something like pearltrees:

http://www.pearltrees.com/#/N-f=1_3107336&N-fa=3107336&N-p=23032480&N-play=0&N-s=1_3107336&N-u=1_334258 or any other good tools you consider useful to design the framework of the portfolio to be later digitally implemented.

- ☞ Guide each participant to design the summary/framework/map of the portfolio of the self-assessed competences.
- ☞ Collect designed summaries.

STEP 2 → An experience of personalized learning based on self-evaluation

INDICATOR → GUIDE PARTICIPANTS IN THE @ CYCLE

Descriptors:

- Involve participants.
- Select phases of the @ process to be experienced.
- Adapt the @ process to the number of participants.
- Compose the groups.
- Assign the task of design of a self-presentation grid.
- Guide groups to compare achieved results.
- Guide group to perfect achieved results.
- Guide groups to create an ideal type of self-presentation grid.
- Invite group to benchmark.
- Retrace @ process .

2.1 INVOLVE PARTICIPANTS IN THE PROCESS

☞ Act as primus inter pares with an empathic attitude.

☞ Do not force people to express their point of view but encourage each participant to express his/hers point of view about the assigned task.

☞ Encourage participants to express their position even if contrasting with reference to the general point of view.

☞ Invite participants to reflect about and express the meaningful elements of their biography in relation with the assigned task.

☞ Constantly highlight the meaningful steps of the @ cycle and their concatenation.

☞ Welcome the initial mistrust indicating the continuity among the several steps of the process and of the proposed experience.

☞ Highlight that each achieved result is not a final achievement but that it is part of a continuous process of awareness surfacing.

☞ Invite participants to do not affect to their achievement.

☞ If one of participant point out that the achieved result was what he/she had already stated from the very beginning of the experience, highlight that at the actual step that position is not the position of one people but it is a shared position indicating an individual and a collective improved awareness.

☞ Underline that the specific competence of each component of the group is important for the whole group and that the group can refer to him/her as to an expert “de facto” in a variable asset leadership.

☞ Encourage inductive processes of knowledge, explorative and research attitude as well as self-orientation.

☞ Safeguard a reciprocal trust climate, stimulating collaborative activities.

☞ Give external inputs referred to elements of local context, Labour Market requests and opportunities, misconception about self-awareness, contents (if requested by the specific task assigned).

☞ Give external inputs during the workgroup, during the plenary sessions and during the final focus group. During the workgroup observe groups working, give suggestions, answers questions and give feedbacks. During the plenary sessions the moderator supports the group to identify and to correct eventual errors, underlines good solutions, guides the group to recall elements of reality, elements of local context, remind eventual elements of theory or of contents (if the assigned task requires it).

☞ Encourage individuals to reflect on external inputs during each phase of the process, to give and share each other information they have.

☞ Valorise and remark external inputs coming from: the individuals, the group of work, the external sources.

☞ Support and guide peer evaluation during the plenary sessions, during the work group in the specific phases of "Sharing the self-assessment philosophy", "Knowledge manifestation", "Integration", "Project or design":

- by the whole group **during the plenary sessions**;
- Thanks to the explicit **requested use of external sources** during the phases of "Outside learning or *benchmarking"* and "Good practice identification" using web, literature, news, etc.

The above listed descriptors are general recommendations for the active involvement of participants in the whole development of the @ process. Following for each specific descriptor of the @ phases, some specific recommendations are remarked and indicated by this icon:

2.2 SELECT PHASES OF THE @ PROCESS TO BE EXPERIENCED

☞ Evaluate the available time and the willingness of participants.

☞ Select the phases of the @ process to be experienced. @ process is planned to personalize collective learning experiences with big group of participants (50-100 people), normally it requires at least six meetings. Nevertheless it is possible to carry out the process in fewer meetings. When the group is made of 5-10 participants, instead of 50-100, the estimated time required to implement the whole @ cycle can be

probably better used. Then it is possible to reduce the number of meetings from six to three. To make it possible:

- realize some specific tasks originally requested to participants and show them the expected result (for example the headers of the self presentation grid);
- ask participants to do individually at home some tasks (for example the benchmark);
- cut off some external evaluation steps (for example the best practices identification);
- merge some steps (for example you can merge the phase of Project with the phase of Integration).

A possible example on how to realize the @process in three meetings is:

☞ Organize and carry out **First meeting:**
Half hour introduction and presentation of the task.
1 hour Focus brainstorming.
1 hour Representative biographies standing out (roughly ten minutes for each component of the group).
Half hour break.
1 hour first internal self evaluation session and first draft of the self presentation grid.

☞ Organize and carry out **Second meeting**
1 hour presentation and discussion of the realized grids to the whole group by the single groups.
half hour break.
1 hour group work for the re-designing of the grid – knowledge manifestation and transformation of knowledge in competences.
1 hour presentation and discussion of the beta version of the grids of the groups in a plenary session.
Trainer collects the draft results, will identify the best elements of each presented grid and will design a unique common grid of the group. The grid will be presented during the third final meeting.
Trainer assigns homework to participants: to find examples of similar grid realized by other experts or people (bench marking).

☞ Organize and carry out the **Third meeting**:

Half hour plenary session and presentation of the unique grid realized by the trainer integrating the best elements of each grid produced by participants.

1 hour of presentation of the example acquired by participants through the benchmarking, discussion and choice of elements that could be integrated in the realized grid.

Half hour of break

1 hours presentation of the @ model, discussion of the realized process and of the main stages crossed and discussion about the aims and the problems that can be afforded by the group through this approach.

☞ Break time is really important in a group of adult learners: always maintain it.

2.3 ADAPT THE @ PROCESS TO THE NUMBER OF PARTICIPANTS

@ phases: 1 to 10

☞ Implement @ process setting collaborative work-groups according to the number of participants involved.

☞ Implement @ as a progressive, integrative and iterative process, according to the number of participants involved. It is possible to start the process involving participants at first in an individual activity to be compared later on within the group. Then the following steps of process can be developed organizing the work group in couples. The work previously realised by the single will be integrated in a new product that results from the integration of two individual works. The results acquired by couples are then shared within the whole group. The process can go on, reiterating the work in couples, and then progressively enlarging the group's members according to the number of participants. Otherwise, the work in couple can be iterated also on different tasks, mixing people. The starting number of group members depends on the number of participants: it can be of 10 people for 16 groups, then it is necessary to progressively integrate these groups until a

unique group of 160 people is realized; or it is possible to start with one individual, integrating individuals until one group of five people is recomposed.

If you are **working with five people**, that integrative process can be implemented as follows:

1. Focus brainstorming: individuals work one alone and then share and discuss the results of the focus brainstorming within the whole group;
2. Introduction of representative biographies: two groups are composed, one of two people and one of three people. The groups collectively share and discuss the results;
3. Sharing the self-assessment philosophy: the two groups prosecute with the assigned tasks and collectively share and discuss the acquired results;
4. Knowledge manifestation: the two groups prosecute with the assigned tasks. After they collectively share and discuss the acquired results;
5. Transforming skills into competences: the two groups prosecute with the assigned tasks and after collectively share and discuss the acquired results;
6. Integration: the two groups are merged in a unique re-unified group;
7. Project or design: individuals work one alone, then show the results to the re-unified group;
8. Outside learning or *benchmarking:* individuals work one alone and then share and discuss the acquired information with the whole group;
9. Good practice identification: individuals work one alone and then share and discuss the acquired information with the whole group; the reunified workgroup perfect the realized both individual common result of a grid of self-presentation.
10. Focus group: the trainer shows to the whole reunified group the steps of the @ process, guiding the group to recognize the phases of the concluded experience.

If you are **working with ten people**, the integrative process can be implemented as follows:

1. Focus brainstorming: five groups of two people work collaboratively on the assigned task, then the groups share and discuss the results of the focus brainstorming within the whole group;
2. Introduction of representative biographies: the five groups of two people work collaboratively on the assigned task. The groups collectively share and discuss the results;
3. Sharing the self-assessment philosophy: the five groups are merged in three groups of

three and four people working on the assigned tasks and then collectively share and discuss the acquired results;

4. Knowledge manifestation: the three groups prosecute with the assigned tasks and collectively share and discuss the acquired results;
5. Transforming skills into competences: the tree groups are merged in two groups of five people prosecuting with the assigned tasks and collectively share and discuss the acquired results;
6. Integration: the two groups are merged in a unique re-unified group of ten people;
7. Project or design: individuals work one alone, then show the results to the re-unified group;
8. Outside learning or *benchmarking:* individuals work one alone and then share and discuss the acquired information with the whole group;
9. Good practice identification: individuals work one alone and then share and discuss the acquired information with the whole group; the reunified workgroup perfect the realized both individual common result of a grid of self-presentation.
10. Focus group: the trainer shows to the whole reunified group the steps of the @ process, guiding the group to recognize the phases of the concluded experience.

☞ If you are working with less then five people, other individualised or counselling approaches will be more effective.

2.4 COMPOSE THE GROUPS

@ phases: 1 to 10

☞ Invite participants to branch themselves in groups of maximum ten people (according to the number of participants). Usually it is assumed that it is possible to personalize a learning experience if you have a “one to one” didactic relation. The @ process is designed in order to allow the personalization of learning experience involving a large number of people. Working groups represent a good solution.

☞ Invite each group to choice a name.

☞ Invite each group to designate an observer who will take note of the behaviour of the components of the group and of the whole group and will report the results of the group during the plenary sessions.

☞ Assign to the observer the task of report: how did the group work? How did the group interact and communicate with others? What criticalities have the group surfaced?

☞ Invite each group to designate a speaker who will take note about the produced results and will show them in the plenary session.

INVOLVE PARTICIPANTS

Explain, from the very beginning, that the presence and the contribution of each participant of the group is decisive.

Encourage participants to express their position even if contrasting with reference to the general point of view.

Do not force people to act one of the two required roles and delegate the group to find a solution together.

Welcome the initial mistrust indicating the continuity among the several steps of the proposed experience.

Inviting to go through to the whole process before express a final judgment.

Highlight that each achieved result is not a final achievement but that it is part of a continuous process of awareness surfacing.

Indicator 2.5: ASSIGN THE TASK OF DESIGN OF A SELF-PRESENTATION GRID

- ☞ **Start with the @ phase n. 1: focus brainstorming**. Clarify the aims of the experience and guide participants to analyse why to build a digital portfolio. Explain the differences among formal, non formal informal learning. During this phase each group will design its draft of a presentation grid, negotiating the contents and a first structure of the portfolio. The acceptance of this strange and not so clear task, by the groups, generates a sort of internal formative pact in the shape of a collaboration agreement among the members of the group. This collaboration agreement and internal complicity are decisive in order to valorise the "proximal area of development" that is potentially multiplied for the number of groups' components. The assigned task is intentionally simple. It mast not require previous technical competences.
- ☞ Ask the groups to design a grid for the self-presentation of the group's components, including all the aspects of their profile, acquired in formal, non formal and informal contexts. Give indication about an hypothetic project (this is only a pretext in order to finalize the grid design) the group must act in, and ask to include in the design the essential headers where include useful information in order to decide what each component is more apt to do.
- ☞ Focus the task on the framework not on the content.
- ☞ Do not give examples or models.
- ☞ **Go ahead with @ phase n. 2: Significant biographies:** each group component presents itself to the others components following the order of the fields designed in the grid. This exercise is a pretext that allows participants to stand out their representative biographies, to socialize, to exchange information, to better know each other and acquire more confidence.

- ☞ Ask each group to test the designed grid inviting each component of the group to introduce himself/herself according to the grid's headers.
- ☞ Ask each group to keep attention on the duration of each self-presentation and to set an effective time to be respected.
- ☞ Invite components to reflect on the test experience, to discuss and to make observation about the realized self-presentation grid.
- ☞ Invite each group to improve the structure of the grid structuring it into categories and sub-categories, deleting or improving some headers.

Indicator 2.6 GUIDE GROUPS TO COMPARE RESULTS AND TO INTEGRATE THEM

- ☞ **Implement @ stage n. 3: Sharing self evaluation conception.** During the grid design each group and each component act an internal assessment within the group, to verify if its members consider the product satisfying. This internal assessment is in part explicit in part implicit. In order to make evaluation criteria definitely explicit, an external assessment by the trainer and among groups is useful to verify if the product is coherent with the expected outcomes and reaches the minimum standard of quality: if the grid contains essential headers to give useful information, in a reasonable time, about each component of the group, in order to decide what each component is more apt to do in a hypothetical project.
- ☞ Invite each group to share the achieved results and to make explicit their criteria of work.
- ☞ Guide groups to compare and discuss achieved results.
- ☞ Invite people to make explicit the criteria used for the evaluation of achieved results.
- ☞ Invite participants to take note of the good elements of other groups' results.

2.7 GUIDE GROUP TO PERFECT ACHIEVED RESULTS

☞ **Shift to @ phase n. 4: Making knowledge explicit.** stop and invite to reflect together, in a plenary session, about the carried out activities in order to fix some awareness about the work done and the achieved results.

☞ Invite to make explicit the used criteria of selection of information to be included in the portfolio. A first level of awareness takes place on the basis of the knowledge shared during the comparison of achieved results in this plenary session.

☞ Ask observer to describe the development of the group behaviour.

☞ Ask participants to reflect on the competences used by each component of the group for the task of planning.

☞ Guide participants to comment the made experience.

☞ Invite participants to compare this first experience with their usual approach to self-assessment and to personalization.

☞ Underline how a new level of consciousness about the nature of the work to be carried out has been reached by single and by groups.

☞ **Carry on the @ phase n. 5: Transforming knowledge into competences**: guide participants to change theoretical knowledge into practical competences to make the work effective.

☞ Invite each group to perfect their grid using the feedbacks acquired during the workshop.

☞ Encourage the peer to peer observation and the use of the results achieved by the others.

☞ Invite one of each group to move and join the other group in order to ask the adopted solutions.

☞ Invite participants to fill in the perfected grid with the description of their competences. This exercise is a further moment to reflect on their owned competences, acquired in formal, non formal and informal contexts.

2.8 GUIDE GROUPS TO CREATE AN IDEAL TYPE OF SELF-PRESENTATION GRID

- **Prosecute with @ phase 6: Integration:** reunify groups in a unique group in order to integrate all the best element of each realized product in a common new grid of self-presentation.
- Invite to designate an observer who will take note of the behaviour of the components of the group and of the whole group and will report the results of the group during the plenary session.
- Assign to the observer the task of report: how did the group work? How did the group interact and communicate with others? What criticalities have the group surfaced?
- Invite each group to designate a speaker who will take note about the choices and will show the final result to the trainer.
- Ask the group to identify and select all the best and common elements of the produced grids.
- Focus the attention on the collective self evaluation process, necessary in order to select the useful headers and to delete the superfluous.
- **Implement @ phase n.7: Project:** invite group to complete and present the collectively realised work.
- Ask the group to design a unique common grid of self-presentation. It will be the framework of the digital portfolio
- Ask the speaker to present the achieved final result.
- Ask the observer to describe how the group worked.
- Comment the work done and invite participants to reflect and describe how his/hers behaviour is changed during the pathway did so far.
- Ask each participant to review the listed skills during the Phase n. 5 and invite them to select and report what they want include in the digital portfolio.
- Invite each participant to evaluate and report the better devices they intend to use in order to show the selected skills to be shown in the portfolio (for example: CD Rom, CD burner, hardware video capture card, a camera and an electronic

camera, scanner, software for writing text and a program of playback and editing of video).

☞ Guide participants to design a time table for the realization of the evidences, on the base of available tools and time.

Indicator 2.9 INVITE GROUP TO BENCHMARK

☞ Carry on the **@ phase n. 8: Learning from others and benchmarking**: invite the group to access to external resources as a further step of self-evaluation of the group work in order to improve the collectively realised product.

☞ Ask each participant to look for similar products and tools aimed to the self-presentation.

☞ Ask to report the collected information and examples.

☞ Underline how the benchmark is another phase of collective self-evaluation based on comparison with external inputs and aimed to improve the achieved results.

☞ Invite participants to show their findings to the group.

☞ Go ahead with the @ phase n. 9: Finding Good practices.

☞ Moderate a discussion about the findings.

☞ Guide participants to compare the realized product with the other found similar products, in order to find the differences and eventually interesting aspects that deserve to be integrated.

☞ Invite participants to refer the findings to their specific context.

☞ Invite participants to identify what they consider good practice.

☞ Ask participants to make explicit their criteria for the identification of good practices.

☞ Underline how the Good practice exercise is another phase of collective self-evaluation aimed to make explicit evaluation criteria and to acquire more awareness of the development areas.

INDICATOR 2.10 RETRACE @ PROCESS

- ☞ **Complete the @ cycle with the phase n. 10: Focus group and cognitive agglutination.** The final focus group represents a "cognitive clotting". It is an important phase for retracing the whole process, in order to consolidate the acquired knowledge and lessons learnt. In this stage the group acquires awareness that the achieved result is really a group's result and a shared knowledge.
- ☞ Show the @ cycle, recalling each phase of the made experience.
- ☞ Highlight the meaningful steps of the @ cycle and their concatenation.
- ☞ Remark differences between individualization/personalization.
- ☞ Explain the proposed self-evaluation approach as a guide to the surfacing of awareness not as test.
- ☞ Show how each step is aimed to guide individual and collective self-evaluation and improving.
- ☞ If one of participant point out that the achieved result was what he/she had already stated from the very beginning of the experience, highlight that at the actual step that position is not the position of one people but it is a shared position indicating an individual and a collective improved awareness.
- ☞ Point out that the achieved result is a gain a starting point for a further experience.
- ☞ Highlight how the realized product, the grid of self-presentation, is a tool for the next Digital portfolio implementation.
- ☞ Guide participant to individually fill the self-presentation grid.

SOME POSSIBLE EXAMPLIFICATIONS OF EACH STEP

Example: implementation of @ personalization process with 5 people for the realization of a Digital portfolio

1) Focus brainstorming: the individual writes down his/hers ideas about the assigned task. A group discussion follows, guided by the Trainer. Individual results are commented and shared.

The assigned task is initially intentionally ambiguous, neither example nor instructions are given. The task is: to design the framework of a self-presentation grid.

The previous reaction by the participants is to ask for more information about the content and the structure the grid must have. They ask for examples or for more specific instructions. They are encouraged by the Trainer to self-coordinate the development of the work and to choice the solutions they consider more effective. Results will be collectively compared and verified later on. The impatient reaction to this awkward and not so clear task, by the group, points out a precious cognitive dissonance that is the starting point of the learning process. It is the phase of *focus-brainstorming.* Participants are asking questions themselves, they are starting a problem setting process. Moreover this shared uncomfortable task generates a sort of internal formative pact, among the members of the group, having the shape of a collaboration agreement.

Each individual designs a draft of the presentation grid, identifying possible contents to be included and drawing a first structure of the grid, choosing possible fields to be included within the grid.

The individual results are commented and shared. The trainer invites participants to focus the attention on representative elements of the personal description taking in account the specific context and local Labour Market opportunities and requests.

Trainer invites participants to create two groups respectively of two and of three people. Each group is invited to design a new integrated version of the grid starting from the individual results and the shared comments.

2) Introduction of representative biography: the groups test the grid introducing themselves to the other members and filling the fields of the grid.

Each group points out one internal observer charged to take note of what happens within the group. The observer will also present the results of the collaborative work in a following plenary section of the whole enlarged group.

The members of each group introduce themselves to the colleagues, according to the chosen contents and fields of description. The two groups fill in the fields of the designed grid of self-presentation. Each group tests the duration of each self-presentation, in order to verify if the personal description is effective and not too much

long. This exercise allows participants to stand out their representative biographies, to reflect on themselves, to select the useful information.

A group discussion follows, guided by the Trainer. Internal observers show the grid and describe the process observed. Groups' results are commented.

3) Sharing self-evaluation culture: the two groups compare the grids, identifying the representative information.

The two groups are invited to perfect the structure of the grid organizing it in categories and sub categories, deleting superfluous information, on the base of the shared comments. The internal observers is again requested to report what happens during the collaborative work.

Each group is invited to identify new information previously not considered. This is a first step of an internal-collective-peer-self-evaluation process within each group.

While the group is selecting the representative information and the effective way to present them within the group, individuals are reflecting on themselves, are taking in consideration their representative competences, are comparing them with the competences owned by the colleagues. This is a second step of individual self-evaluation.

Trainer invites the two groups to share, in a plenary section, the updated version of the grid of self-presentation. Internal observers present the result and describe the process of the collaborative work done.

During the plenary section each group can compare its results with the grid realized by the other group. This is a third step of external-collective-peer-self-evaluation.

Trainer explicitly invites participants to compare the results achieved, to express an evaluation of the work done by the other group, to highlight strength and weakness, to explicate the adopted criteria of evaluation. Trainer guides and moderates the discussion.

4) *Knowledge explication:* the two groups perfect the grid, selecting the representative information.

During the sharing of self-evaluation culture, several of initial doubts and questions made by participants at the very beginning of the process will have found an answer.

Both the individuals and the groups have acquired a new level of consciousness about the nature of the work to be carried out. A first conscious process of planning can now take place.

Trainer invites the two groups to perfect the grid of self-presentation, taking in account the previously acquired self-evaluation results.

5) Transformation of knowledge in competences: each group designs a new perfected grid.

   The groups design new perfected grids on the base of the examples offered by the other groups.

   Trainer invites each group to describe the beta version of the grid in a plenary session. All the participants together identify the best elements of each grid.

   Trainer invites participants to merge together in a unique group and to identify an internal observer.

6) Project and Integration (merged): the merged group defines a sort of "ideal type" grid, a format of presentation grid.

   The re-unified group selects the best elements of the self-presentation grids realized by the two groups, to be included in an ideal type version of the presentation grid, explicating the criteria for the evaluation and selection. This is a further level of renewed awareness and of conscious planning.

7) Benchmarking: the realized common ideal type of self-presentation grid is compared to other existing similar products.

   Trainer invites the individuals to search other existing similar products, to be compared to the realized common ideal type of self-presentation grid.

   Individuals show the results of their research. The group discuss about the differences and common elements of the findings, comparing them with the grid realized together. The benchmarking is another step of the @ of self evaluation and another phase of acquiring a new level of consciousness: from the initial internal self evaluation the group has compared its knowledge first with the whole group of participants and now with a wider, potentially worldwide, external group of experts.

8) Good practices: re-unified group decides what implement and how to perfect the work done

Once several examples have been identified it is necessary to select which of them better fit with the operative context where the grid could be used and the group operates. That requires the definition of shared evaluation criteria.

Trainer invites individuals to identify evaluation criteria for selecting the best practices.

It is an important exercise: the choice of good practices is strictly connected to operative contexts; this directly involves again the experience, the biography, competences, sensibilities and attitudes of each participant. Once each individual has found his/hers criteria, the trainer again assigns homework to be carried out by each participant: to find official sources (for example normative references, scientific criteria, technical criteria) where objective criteria for identification of good practice are described.

Then individuals are invited to compare their criteria with official documents (for example normative references, scientific criteria, technical criteria). Each individual identifies the criteria for the selection of best practices that can be applied to his/hers operative context. During this phase the group better acquires consciousness also about the typology of project that could require the use of the presentation grid, and try to out line the frames of a really feasible project.

The selection of criteria for the identification of good practices is another decisive step of the self-evaluation process: the group search for objective criteria, using official sources, and integrate these criteria adapting them to its specific contexts of action.

9) Focus group of cognitive agglutination

The trainer shows to the group the steps of the @ process, guiding the group to recognize the phases of the concluded experience. The process is described as a sort of knowledge route, made by progressive stages of improved, collective and individual, consciousness based on continuous, internal and external, individual and collective, self-evaluation activities. The group acquires the consciousness to be a community that can afford, through this approach, every kind of problem, or can achieve every kind of aim.

STEP 3 → Make visible your competences: how to build the digital portfolio

Indicator → Guide participants to build the Digital portfolio

Descriptors:

- Realize the digital version of portfolio.
- Make the digital portfolio visible

Realize the digital version of portfolio

☞ Invite participants to start form the results achieved during the @ phase n. 7: **Project**

☞ Guide participants to produce evidences of their selected skills, using the choised devices: specify that the process must be shown and not only the outcomes. If necessary organize work groups to support the production of the evidences and give support in the use of digital devices.

☞ Invite participants to show the acquired evidences, guide discussions and comments to describe the realised products.

☞ Invite participants to update their realised portfolio on the base of the shared comments and suggestions.

Make the digital portfolio visible

☞ Invite participants to describe how they intend to use the realized portfolio, for their future training and for their daily work activities.

☞ Guide participants to upload on the web, if they want, their portfolios, or part of their portfolios, for example using “Youtube” or any other web system.