

Chapter 2 – Planning

2.1 EMPLOYER - VET COOPERATION FOR WBL

The data bank tool (Grid 1) is the result of cooperation between the School/VET institute and the hosting companies (Intellectual Output 1). We are going in detail about setting up the database of companies and host organizations.

2.1.1 Companies and WBL sites Database setting up

Collaboration with host organizations is fundamental to start effective WBLpaths. If you do not have an efficient and populated National Platform of host subjects, you can use the elaborated worksheet database (MS Excel) in which you can find some important descriptive information of the host subjects. This database should be unique to the school/VET institute, it should not belong to the single company tutor. Web-based access should be possible.

The information present in the data bank for each host is as follows:

- Host subject name;
- Localization;
- Contact Person;
- Contact person's telephone number;
- Contact person's e-mail;
- Field of interest/learning;
- Area(s) in which the student/learner could focus on the WBL path;
- Experience in the WBL paths offer;
- Content of WBL activities;
- Prerequisites - Professional skills required;
- Regulations (age, security or other regulation);
- Date of first entry;
- Date of last update.

The digital version of the database is present in the **data bank folder**.

Grid 1. Workplace interview for data bank setting

Subject:	Address:
Contact person :	Telephone number:
Email and website:	
e.g. Economic field <input type="checkbox"/> Catering and hospitality <input type="checkbox"/> Finance and insurance <input type="checkbox"/> Public administration <input type="checkbox"/> Administration and management <input type="checkbox"/> Personal and social care <input type="checkbox"/> Real estate and rental and leasing <input type="checkbox"/> Information <input type="checkbox"/> Retail trade <input type="checkbox"/> Agriculture, forestry fishing <input type="checkbox"/> Management , support and assistance to businesses <input type="checkbox"/> Transportation and warehouse <input type="checkbox"/> Public service <input type="checkbox"/> Arts, Entertainment <input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesale <input type="checkbox"/> Mining <input type="checkbox"/> Construction <input type="checkbox"/> Other:	
Student's field of interest during the WBL path	

WBL offer:	<i>(how many students, how many years)</i>		
WBL activities content	<i>(describe the activities carried out during the WBL path)</i>		
Occupational skills requested	<i>(Skills requested to start WBL)</i>		
Rules	<i>(age , safety and legal obligations)</i>		
<input type="checkbox"/> Architecture and Engineering <input type="checkbox"/> Art, Design, Entertainment, Sport, and Media <input type="checkbox"/> Construction, cleaning of the territory Maintenance <input type="checkbox"/> Business and financial transactions <input type="checkbox"/> Community and social services <input type="checkbox"/> Computer <input type="checkbox"/> Construction <input type="checkbox"/> Education, training, and libraries <input type="checkbox"/> Agriculture, fishing, and silviculture <input type="checkbox"/> Preparation of food and services <input type="checkbox"/> Practices and techniques for personal care <input type="checkbox"/> Health support <input type="checkbox"/> Installations, Maintenance, and Repairs <input type="checkbox"/> Justice <input type="checkbox"/> Social and physical sciences <input type="checkbox"/> Management <input type="checkbox"/> Support for administrations <input type="checkbox"/> Service and personal care <input type="checkbox"/> Production <input type="checkbox"/> Sales <input type="checkbox"/> Transportation and moving material			



2.2 DEVELOPING STANDARDS FOR WBL CURRICULUM (PLAN)

The design of a WBL path should be carried out:

- backward, from the fifth to the third year (last year and second two years), through the drafting of a training programme;
- annually, structured in a (macro) interdisciplinary Learning Unit.

As already indicated in the Guidelines to which this TOOLKIT is attached, the shift of the focus from learning objectives to learning outcomes represents the adoption of a student-centered approach to teaching and one of the levers for the Quality Assurance of Schools' educational provision.

In defining the WBL path, teaching strategies, learning activities and assessments should all be designed and organized to help students achieve learning outcomes. That is, WBL project should be **"constructively aligned" so that learning outcomes, learning experiences and assessment tasks are integrated to mutually reinforce each other and facilitate the achievement of what is planned.**

Constructive alignment is based on the converging principles of constructivism in learning, in which the student is the real protagonist of a process of constructing his own knowledge, and about the alignment both of teaching and of assessment with the expected learning outcomes.

The development of an ALIGNED training project (learning unit) implies the definition of:

- **measurable and evident learning outcomes defining competencies;**
- **adequate learning experiences to support students in achieving these learning outcomes;**
- **assessment tasks which enable students to demonstrate the achievement of these learning outcomes**

2.2.1 How to describe the learning outcomes?



Guide 1 - Writing learning outcomes

Use active verbs

You should ensure that in the formulation of learning outcomes you will use active verbs.

1. Indicate what the verb refers to, i.e. the object of the verb
2. You should provide an indication of what the knowledge, skills and competences and the type of performance are related to.
3. Complete with an indication of the context, i.e. the aim of application

Example: the student will be able to prepare (verb) the documentation (object) for monitoring the interventions (context)

NOT CORRECT: the student knows (what does "he knows" mean? How will you evaluate the "knowledge"?) The documentation procedures (the context is missing)

Example: the student will be able to plan all the operations necessary to organize the transport of goods / products

NOT CORRECT: organizational problems have been identified. The student is able to manage (how will you evaluate the management?) The organizational procedures

Example: the student will be able to create, develop and close the file / procedure of the software used for managing relationships with suppliers.

NOT CORRECT: the student will be able to manage relationships with suppliers.

Example: the student will be able to take into consideration the legislation and regulations governing cross-border trade.

NOT CORRECT: the student will be able to manage the regulations.



A useful tool to identify learning outcomes is the Structure of Observed Learning Outcomes (S.O.L.O.) which provides a systematic way to describe how a student's performance grows in complexity when mastering many tasks. It is a useful framework to create appropriate learning outcomes to the desired quantity and quality of learning in particular phases of the WBL path. S.O.L.O. Taxonomy represents learning through five levels of increasing complexity, from quantitative (the acquisition of increasing amounts of information) to qualitative (change in understanding and creation of meaning from information).

Table 1. S.O.L.O. Taxonomy

Learning levels	Learning kind features	Verbs examples to describe the learning outcomes associated with the correspondent level
Unstructural	<ul style="list-style-type: none"> • Simple connections • Focus on one aspect • Information still has little meaning 	Memorizing, identifying, recognizing, counting, defining, drawing, finding, labeling, matching, naming, quoting, remembering, reciting, ordering, telling, writing, imitating
Multi structural	<ul style="list-style-type: none"> • Some connections made • Focus on different aspects • Meta-connections (between missing connections) are treated additively • Partial disorganization of related concepts • The meaning of the parts related to the whole is missing 	Classify, combine, describe, list, report, discuss, illustrate, select, narrate, calculate, outline, put in sequence (order)
Relational	<ul style="list-style-type: none"> • Some meta-connections are made • Understanding and integration of the meaning of the parts with each other and to the whole 	To apply theory (to its domain ie to use model / procedure), integrate, analyze, argue, choose, conclude, summarize, discuss, plan, characterize, compare / compare, contrast, differentiate, organize, discuss, create a case, build, review and rewrite, examine, translate, solve a problem
Abstract Extended	<ul style="list-style-type: none"> • Connections with other information of the school subject, between school subjects, and even beyond the WBL training program • Generalization and abstraction of underlying principles and hypotheses • Transfer to new experiences and unexpected problems 	To theorize, to hypothesize, to generalize, to reflect critically, to generate, to create, to compose, to invent / to invent, to originate, to try from the pivotal principles (to experiment), to justify, to create an original case, to transfer the theory (in a new domain), to evaluate, to interpret, predict, criticize, reason.





Guide 2 - Suggestions for writing learning outcomes

The identification of learning outcomes is a process that requires effort and time. It is not immediate to write them well from the first time and it may be necessary to review them while developing teaching, learning and evaluation strategies.

Useful directions could come from students and workplace tutors:

- ✓ Does the student understand what is expected from her / him?
 - ✓ Is the company tutor clearly aware of what the student needs to demonstrate in relation to specific learning outcomes?
-
- Each learning outcome should be written on a basic level, not what you would expect from the highest possible level. The definition of the evaluation criteria and the levels of mastery should be specified in the Evaluation section.
 - Make sure that they are expressed at the appropriate level (Taxonomies are a great help).
 - Ensure that the learning outcomes refer to the overall learning outcomes of the WBL path.
 - Ask yourself if the learning outcomes can be evaluated
 - Establish which learning outcomes are essential, useful and optional.
 - Ask yourself how the teacher/ School tutor and the company tutor will know if a student has reached them, if the method and the assessment criteria are possible



Checklist 1. Setting up learning outcomes

<p>1. Is this learning outcome public and observable?</p> <p>If not, choose a different verb and repeat the question</p>	<table border="1"> <tr> <td>YES</td> <td>NOT</td> </tr> </table>	YES	NOT		
YES	NOT				
<p>2. Are you able to understand when will the learning outcome be fulfilled?</p> <p>2.1. Will the student be able to understand what to do in order to show having fulfilled his Learning outcomes?</p> <p>If this question causes confusion, chose a different verb and repeat the question</p>	<table border="1"> <tr> <td>YES</td> <td>NOT</td> </tr> <tr> <td>YES</td> <td>NOT</td> </tr> </table>	YES	NOT	YES	NOT
YES	NOT				
YES	NOT				
<p>3. Can you identify a proof/evidence of the achievement of this learning outcome?</p> <p>If you are not able to make a reliable inference, choose a different verb and repeat the question.</p>	<table border="1"> <tr> <td>YES</td> <td>NOT</td> </tr> </table>	YES	NOT		
YES	NOT				
<p>4. Can you identify behaviors and attitudes, to be associated with someone who has achieved this learning outcome?</p> <p>If these aspects are not evident in the learning outcome, choose a different verb and repeat the question.</p>	<table border="1"> <tr> <td>YES</td> <td>NOT</td> </tr> </table>	YES	NOT		
YES	NOT				



Guide 3. – What to avoid in the formulation of learning outcomes

- Evaluation criteria words such as "good" and "adequate"
- Ambiguous verbs such as "understanding", "knowing", "being aware" and "appreciating". What level of "understanding" do we mean?
- An educational jargon, as for co-planning it is necessary that both students and company tutors understand what it is meant;
- References to the process by which learning takes place, for example "undertaking a project" refers to two learning outcomes "planning a project" and "implementing a project".
- Long lists of separate learning outcomes which are just variations of the same learning outcome.
- Learning outcomes that cannot be easily assessed by referring to specific information in learning outcomes, such as particular theories and techniques. These are included as content.
- Too broad or too specific learning outcomes (they will be inaccessible).

2.2.2 Design of the WBL path, constructively aligned

The design of an WBL path should be carried out:

- backward, from the fifth to the third year (last year and the second two years), through the drafting of a training program;
- annual, structured in a (macro) Learning Unit.

In a constructively aligned WBL path, learning outcomes, learning experiences and assessment tasks are integrated to reinforce each other and facilitate the achievement of learning outcomes for one year and for three years.

The development of an ALIGNED training project implies the definition of:

- **Measurable competences**, through clear learning outcomes (LOs);
- **Learning experience** designed to help students achieve the LOs;
- **Assessment tasks** which allow students to demonstrate the achievement of the LOs.

Once the learning outcomes and the assessment tasks have been determined, the learning activities, the teaching methods and the resources necessary to achieve these learning outcomes can be planned.

Planning of an annual WBL Learning Unit in four steps

Guide 4. Planning of an annual WBL Learning Unit



STEP 1 - Definition of the learning outcomes for the WBL project

Building meaningful statements on learning outcomes will also help you design meaningful and engaging assessment tasks. If the learning outcomes are designed in such a way as to indicate what the students will have to demonstrate at the end of the WBL path, it is easier to determine assessment tasks that allow students to demonstrate their knowledge, skills, attitudes, competences.

Include low-level and high-level learning outcomes

The WBL path should include a combination of low-level, medium-level and high-level learning outcomes.

If all learning outcomes are low-level, students will not probably learn much and demotivation will grow.

If all of them are high-level, it is probably too demanding and students will not be able to learn what they need to achieve high learning outcomes.

And if they are at medium level, the WBL path is likely to be of little significance for students and for all other stakeholders (primarily company, tutor and parents).

Example

Learning outcomes:

The student will be able to:

- ✓ critically reflect (applying critical thinking) to perform an assessment of the planned intervention
- ✓ designing an individual intervention by applying knowledge of human behavior and the social environment and other multidisciplinary theoretical-methodological frameworks;



- ✓ select the appropriate intervention strategies based on the need analysis carried out;
- ✓ apply the methods and tools of multidisciplinary theoretical frameworks in the analysis of user needs;
- ✓ detect and organize users' social and health data.

STEP2: Alignment of the learning outcomes to WBL Competences and Outgoing (final)

Competences

The WBL project may take into consideration additional competences with respect to the Outgoing Profile, i.e. not explicitly identified in it.

Likewise, the WBL competences may be relevant to more than one competency of the student's Outgoing Profile.

Example

Learning outcomes:

The student will be able to:

- ✓ critically reflect (apply critical thinking) to perform an assessment of the planned intervention
- ✓ designing an individual intervention by applying knowledge of human behavior and the social environment and other multidisciplinary theoretical-methodological frameworks;
- ✓ select the appropriate intervention strategies based on the need analysis carried out;
- ✓ apply the methods and tools of multidisciplinary theoretical frameworks in the analysis of user needs;
- ✓ detect and organize users' social and health data.

In defining learning outcomes it may be useful to proceed backward along the S.O.L.O (or other Taxonomy) Taxonomy: from the highest level to the lower levels.

WBL and Citizenship competences aligned with learning outcomes: Design an intervention based on the specific social and health conditions of the users. Identify links and relationships. Acquire and interpret information.

The alignment of learning outcomes with the outgoing profile competences is functional to the use of the learning outcomes achieved in the overall assessment of learning and certification of competences. Remember that:

- ✓ each competence is defined by more than one learning outcomes;
- ✓ a learning outcome could contribute to the development of more than one competence



Outgoing profile competences aligned with learning outcomes: Use methodologies and operational tools to detect the social and health needs of the territory and contribute to prepare and implement individual projects, group and community (taken from school curriculum "Social and health services")

STEP 3: Alignment Teaching and learning activities to learning outcomes

Defining teaching activities and learning opportunities will help the students to reach each learning outcomes of the WBL path.

Example (proceeding with example taken from Step 1). In the example below we point out the learning outcomes that could be more difficult as the most complex.

Learning outcome 1:

The student will be able to:

- ✓ critically reflect (apply critical thinking) to perform an assessment of the planned intervention

Teaching and learning activities

- a) Presentation by the teacher of an individual project (real / provided by the host, or specially prepared and / or retrieved) and guided lesson focused on the following dimensions: 1) in the project presented as a case study, how was the analysis of socio-health data performed in order to transform them into information (such as theoretical approaches? which methodological steps? which tools?); 2) how was the assessment of the case-study (what was considered a priority and why? Which methods were applied? etc ..); 3) how to design the intervention (which approaches / methods /tools have been used to make an inference where, for example, a certain operating strategy and / or certain objectives have been preferred to other strategies and / or other objectives? etc.).
- b) Laboratory activity in the classroom (or WBL site) starting from the individual project developed by the students (or the student). The student is asked to elaborate a reflection sheet.



NOT CORRECT:

Frontal lesson about the evaluation of an individualized project; or what are critical thinking and its components focused on? → This is a NOT ALIGNED Teaching and learning activities to the learning outcome because it does not put the student in the condition of understanding what is meant by applied critical thinking or applying critical thinking in a learning specific context;

Inquiry-based learning done independently by the student (or group) on methodological and technical steps for the evaluation of an individualized socio-health project → Teaching and learning activities is NOT ALIGNED to the learning result because it only allows to acquire information and only on technical skills (designing a social-health intervention) but not applying critical thinking in a specific learning context

STEP4: Alignment of the assessment to Learning Outcomes

For each learning outcomes of the annual ASL path, define how the student will be assessed, which are the **assessment task and the evidences**.

The assessment task will answer the question: *will students be assessed, on what?*

The evidence will answer the questions: *what do we expect from the students as a proof/ demonstration that they have achieved that learning outcome?*

In the description of the assessment task we should make sure that it is aligned to the teaching and learning activities (if they are well aligned to the learning outcome, STEP 3, support us to guarantee a valid assessment)

Example (proceeding with example taken from Step 3)

Learning outcomes:

The student will be able to:

✓ *critically reflect (apply critical thinking) in order to perform an assessment of a planned intervention*

Teaching and learning activities

1. Guided lesson focused on key dimensions aimed at understanding the logical-cognitive process applied to specific learning contexts (social-health project) and real (or realistic).
2. Laboratory activity aimed at applying critical thinking to specific contexts (social-health project) and real (or realistic) contexts.

Assessment task

1) Reflection on the project elaborated by making explicit the performed steps (analysis, evaluation, inference) motivating the choices made.

Evidence

1) Critical reflection sheet on the project elaborated using multidisciplinary approaches

Here we can evaluate

☐ the process: reflection board (is the student able to evaluate what he has produced? Is he/she able to critically evaluate it? Can he/she explain how it's going on and why is it going on in a certain way?)

- Use of the sectoral language
- product

The definition of the assessment task represents a first essential step for the construction of the Rubric for Assessment (see below) in which we will also include the assessment criteria (i.e. the dimensions of the learning outcomes we should take into consideration) and the levels of mastery.

Below is an easy-to-use grid for the schematization of four (4) steps of the design aligned to the learning outcomes.

The annual project can also be reviewed in progress making sure, however, to maintain the alignment between the various components. The alignment, as it is evidence, represents the main aspect of the planning method presented here.



Grid 2. **WBL design grid - 4 steps** To align learning outcomes (LO), competences, learning tasks (LT), Assessment tasks (AT)

STEP 1	STEP 2	STEP 3	STEP 5
<u>WBL annual path learning:</u> At the end of the WBL annual path the students will be able to	Alignment of WBL learning outcomes to the targeted competences of the WBL and to the Outgoing competences	Teaching and learning activities	Evidences evaluation
1		1	1
2		2	2
3		3	3
etc...			

The above grid can also be used, according to framework, for the three-year programmes of the WBL path. In this case it will be sufficient to establish, backward, the learning outcomes for each year. Obviously, the framework can be used by the Class school board for the vertical alignment of the WBL path as the learning outcomes will be more extensive. It is a useful tool because the underlying logic makes more progressive and coherent not only the learning outcomes of the entire three-year program but also the related activities.



Grid 3. Framework three-year WBL design - 4 steps

For alignment learning outcomes (LO), competencies, learning tasks (LT), assessment tasks (ET)

STEP 1	STEP 2	STEP 3	STEP 4
Learning outcomes of the three-year WBL path at the end of the WBL program, The students will be able to	Alignment of WBL learning outcomes to the targeted competences of the WBL and to the Outgoing competences	Learning and teaching activities	Evidences evaluation
1	1	1	1
2	2	2	2
3	3	3	3
1	1	1	1
2 etc..	2	2	2
1	1	1	1
2 etc..	2	2	2

The learning outcomes, the competences, the learning / teaching tasks and the assessment tasks, thus aligned, will merge into the Learning Unit.



Grid 4. Learning Unit model

Learning unit	
Title	
Products	Report what the student have to create
Measurable and specific learning Outcomes	Report learning outcomes (step 1)
Targeted Competences aligned to learning outcomes - specifications of the WBL project, outgoing profile, soft skills	Report aligned competences (steps 2)
Skills	Knowledge
Specify which skills each competence is based on	Specify which knowledge each competence is based on
Target	
Prerequisites	
Application phases	Describe the structure and the main activities performed during the WBL path
Times	Describe the timing of the main activities carried out
Methodology	Report learning/teaching tasks (step 3)
Internal and external Human resources	Resources involved
Tools	Equipment, technologies, etc.
Monitoring	Plan and monitoring tools (see monitoring paragraph 3.3)
Assessment What will be assessed it has already been partly defined in the learning outcomes	Report assessment tasks step 4 and refers to steps and tools (see Assessment paragraph 3.4)

The Learning Unit, which represents the training project of the annual WBL path, should have the features of interdisciplinary, ensuring the involvement of all school subjects.

The 4-step design presented above useful to align the competences to the assessment, shouldshould be integrated to the learning / teaching tasks. It is important to specificity the school subjects which contribute in different ways to the achievement of the learning outcomes identified.

How to design the annual wbl path in interdisciplinary way?

The 4-step design presented above, whose purpose is to align the learning outcomes to the assessment, should be integrated with the specific characteristics of the school subjects. The aim is to contribute in different ways to the achievement of the learning outcomes identified.

A useful way to proceed is to integrate the annual project developed through the 4 steps presented above, with design grids in which the "contributions/addition" of the each school subject is explicitly designed to achieve the final WBL competences. Once the annual project is clear, each teacher can also proceed individually starting from that clear reference frame. In this way, the organizational difficulties and time limits, which may be linked to the interdisciplinary planning during Class board, could be overcome.

This is a FUNDAMENTAL step because it makes possible to establish how the Learning outcomes achieved will impact on the school subjects involved in terms of academic performance.

The interdisciplinary planning thus structured has the main purpose of making the teacher, ex ante, more aware of what and how he can express a structured, not extemporaneous, assessment on the student's WBL path. Likewise, the detailed design of each school subject also allows you to integrate and enrich the annual project in a continuous cycling process.

In the annual WBL project, which we summarize in a Learning Unit, teacher will not report all the learning outcomes of the each school subject but those of the overall project. Nevertheless, each teacher at the end of the course will be able to express an assessment on the aspects most closely related to his teaching, which together with aspects of the other school subjects involved, contribute to the development of learning outcomes and the skills of the annual WBL project.



Grid 5. Design grid of school subjects involved in the annual WBL project in 4 steps

STEP 1	STEP 2	STEP 3	STEP 4
Learning outcomes of the single school subjects involved in the annual WBL project	Alignment with learning outcomes and with the competences of the annual WBL project	Teaching and learning activities of the each school subject.	Assessment and Evidences
KEY QUESTION: <i>WHAT ARE THE LEARNING OUTCOMES OF THE SINGLE SCHOOL SUBJECT WITHIN THE ANNUAL WBL PROJECT?</i>	KEY QUESTIONS: <i>TO WHICH LEARNING OUTCOMES OF THE ANNUAL WBL PROJECT ARE ALIGNED? TO WHAT COMPETENCIES OF THE ANNUAL WBL PROJECT ARE ALIGNED?</i>	KEY QUESTION: <i>WHAT ARE THE TEACHING / LEARNING ACTIVITIES IN MY SCHOOL SUBJECT TO HELP STUDENTS TO ACHIEVE THE LEARNING OUTCOMES?</i>	KEY QUESTION: <i>IN MY SCHOOL SUBJECT, ON WHAT WILL THE STUDENTS BE ASSESSED? WHAT WILL I ACCEPT AS EVIDENCE OF ACHIEVED LEARNING OUTCOME?</i>
<u>School Subject A</u> At the end of the annual WBL project, students will be able to 1) .. 2) ... 3) ...	<u>School Subject A</u> The learning outcomes of my school subject are in line with the following learning outcomes and competencies of the WBL project	<u>In school subject A,</u> the teaching / learning activities that will be carried out to achieve each learning outcome are	
<u>School Subject B</u>			
<u>School Subject C, D, E</u>			

Guide questions to write the learning outcomes of the annual WBL planning at the level of the school subjects involved

Guide 5. How to write the learning outcomes of the annual WBL planning at the level of the school subjects involved

STEP 1: What are the learning outcomes of my school subject which I want students to achieve during the WBL path?

- a. All learning outcomes are important, so they should be selected on the basis of: 1) priority (indicate max 2-3); 2) relevance (i.e. in relation to the type of path outlined in the annual project).
- b. It might be useful to ask yourself: *HOW are the learning outcomes I have defined preparing students for the rest of their WBL path? And, the learning outcomes I have defined, on which learning outcomes of other school subjects are based?*
- c. To write the learning outcomes use the diagram indicated in the paragraph "*How to write the learning outcomes*".

STEP 2: the learning outcomes I have indicated for my school subject, which learning outcomes of the annual WBL project will contribute to achieve? the learning outcomes I have indicated for my school subject, which competences of the annual WBL project will contribute to achieve? In this step we should consider what is written in the annual project.

Resuming the above EXAMPLE related to the annual project learning outcomes:

At the end of the WBL path, the student will be able to:

LO 1. Critically reflect (apply critical thinking) to perform an assessment of individualized designed intervention

- ☐ **ENGLISH LANGUAGE:** *to carry out the evaluation of the intervention carried out using the micro-language of the social-health sector*
- ☐ **MATHEMATICS:** *to design quality indicators and impact indicators linked to general project objectives.*
- ☐ **GENERAL AND APPLIED PSYCHOLOGY:** *to argue on the strengths and limits of the specific psychological approach and of the method (chosen and used in the individual project elaborated) in relation to the characteristics of the target to whom it is directed and to the context.*
- ☐ **OPERATIONAL SOCIAL AND HEALTH METHODOLOGIES:** *Motivating the following: a) intervention techniques identified in the project (for the help relationship, and / or for facilitated communication, for empowerment, etc.) in relation to the specific characteristics of the user; b) design techniques used.*
- ☐ **HISTORY:** *to discuss the correlations between the main historical changes and the evolution of the theoretical-methodological approaches of the sector*

LO 2. Designing an individual intervention by applying knowledge of human behaviour and the social environment and other multidisciplinary theoretical-methodological frameworks;

- ☐ **SOCIO-HEALTH LAW AND LEGISLATION:** *apply the specific reference legislation for the drafting of an individual project consistent with the objective pursued i.e. (re) socio-*

professional insertion of an inmate / or person with mental disability / person with physical disability etc ...)

- ☐ **GENERAL AND APPLIED PSYCHOLOGY:** *planning an individual intervention taking as theoretical background at least two theoretical-methodological approaches and integrating them (constructivist approach / systemic-relational approach / Adlerian holistic approach etc ...)*
- ☐ **HYGIENE AND MEDICAL-HEALTH CULTURE:** *use methodologies and operational tools to prepare and implement individual projects*
- ☐ **OPERATIONAL SOCIAL AND HEALTH METHODOLOGIES:** *to differentiate methods and intervention techniques to be used (for the help relationship, and / or for facilitated communication, for empowerment, etc.) in relation to the specific characteristics of the user*

LO 3. Select the appropriate intervention strategies based on the need analysis carried out;

- ☐ **HYGIENE AND MEDICAL-HEALTH CULTURE:** *select tools and intervention strategies based on specific factors and dimensions related to the user's health condition*

LO 4. Apply the methods and tools of multidisciplinary theoretical frameworks in the analysis of user needs;

- ☐ **GENERAL AND APPLIED PSYCHOLOGY:** *analyze data using methods and techniques of psychological research.*
- ☐ **MATHEMATICS:** *examining / processing the data collected through statistical tools for the analysis of the data collected*

LO 5. Detect and organize users' social and health data

- ☐ **OPERATIONAL SOCIAL AND HEALTH METHODOLOGIES::** *to collect data by applying methods, tools and techniques of social and health services*

Step 3: How / through which teaching and learning activities will my school subject help to achieve each learning outcomes of the annual WBL project?

Premise that:

1) Not all the school subjects involved in the WBL project should contribute to facilitating the achievement of all the specific learning outcomes of the annual project. Some school subjects will contribute more than others to certain learning outcomes, and vice versa;

2) School subjects contribute to the achievement of the same learning outcome at different levels (ie impact less or more),

✓ ***a good way to proceed could be:***

- resume teaching / learning activities of the annual project (Step 3 of annual project grid);
- indicate in more detailed way how each school subject contributes in those activities outlined in the annual project.

This is a way to allow a valid and reliable assessment in each school subject.

In this step an example has not been reported, refer to the school subject domains and to specific teaching methods.

Step 4: In my school subject, what will I evaluate to determine if the learning outcomes have been achieved?

Once having set the learning outcomes of school subjects which contribute to the achievement of the learning outcomes of the annual WBL project, the teachers of the school subjects involved in the WBL project should identify the assessment tasks to be proposed to the students (which should be aligned with the teaching/learning opportunities).

The situation that can occur is twofold:

- the assessment task is unique for all the school subjects involved, although the evidence (of the evidence we will discuss in the specific chapter dedicated to the design of the assessment) may be different;
- the assessment task differs for some school subjects.

✓ e.g. Below of the learning outcome "reflect critically to make an assessment of the individualized designed intervention", we hypothesized:

- a single assessment task (elaboration of a reflection sheet) for 4 of the 5 school subjects involved but different evidences for its assessment;
- a different assessment task for Mathematics.

Learning outcomes of the single school subject involved in the annual WBL project	Alignment with learning outcomes and with the Competences of the annual WBL project (see annual project)	Assessment and evidence
<p>ENGLISH LANGUAGE use the specific languages of the social-health field in the evaluation of the intervention carried out</p> <p>GENERAL AND APPLIED PSYCHOLOGY: to discuss about the strengths and limits of the specific psychological approach and of the method (chosen and used in the individual project elaborated) in relation to the characteristics of the target to whom it is directed and to the context.</p> <p>OPERATIONAL SOCIAL AND HEALTH METHODOLOGIES: Motivating the following: a) intervention techniques identified in the project (for the help relationship, and / or for facilitated communication, for empowerment, etc.) in relation to the specific characteristics of the user; b) design techniques used.</p> <p>HISTORY: to correlate the main historical changes and the corresponding evolution of the theoretical-methodological approaches of the sector</p>	<p>Learning outcomes reflect critically (apply critical thinking) to perform an assessment of an individualized designed intervention</p>	<p>ENGLISH LANGUAGE; GENERAL AND APPLIED PSYCHOLOGY; OPERATIONAL METHODOLOGIES, HISTORY.</p> <p>ASSESSMENT tasks Elaboration of a Critical reflection sheet on the project using multidisciplinary approaches (in Italian and English)</p> <p>EVIDENCES: 1)Metacognition . Allows evaluating A) the ability to motivate the choices made (from the point of view of the multidisciplinary approaches in which the project is framed, the methods and tools of intervention identified in the project, the design techniques used to draft the project); B) reflection on different approaches / methods and tools.</p> <p>2)Sectoral language usage</p> <p>INDICATORS / CRITERIA: 1) Students' work will be assessed on the relevance and depth of the arguments with respect to the choices made.</p>

<p>MATHS: to design quality indicators and impact indicators linked to general project objectives.</p>	<p>2) The student's work will be evaluated on the basis of the correctness of the language used.</p> <p>MATHS ASSESSMENT TASK: Indicator grid (to be inserted in the reflection board)</p> <p>EVIDENCE: Product (grid). INDICATORS: Students' work will be assessed on the adequacy of the indicators developed to measure what they intend to measure.</p>
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Co-designing with host organization

As it is well known, the planning of the annual WBL Project should be developed with the active involvement of the host organization. In order to facilitate and to standardize the co-planning process, a grid has been created to identify:

- ✓ the main activities which the student will carry out;
- ✓ what the student will have to prove to be able to do at the end of the course;
- ✓ “translate” learning outcomes indicated by the host organization into educational standards;
- ✓ the evidence related to each learning outcome.



Grid 6. *Co-planning with the Workplace host*

SECTION 1	
Company Name:	Location:
Contact Person:	Telephone number:
Email Address:	
<p style="text-align: center;">Industry Sector</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Accommodation and Food Services </div> <div style="width: 50%;"> <input type="checkbox"/> Finance and Insurance </div> <div style="width: 50%;"> <input type="checkbox"/> Public Administration </div> <div style="width: 50%;"> <input type="checkbox"/> Administration and Management </div> <div style="width: 50%;"> <input type="checkbox"/> Health Care and Social Assistance </div> <div style="width: 50%;"> <input type="checkbox"/> Real Estate and Rental and Leasing </div> <div style="width: 50%;"> <input type="checkbox"/> Information </div> <div style="width: 50%;"> <input type="checkbox"/> Retail Trade </div> <div style="width: 50%;"> <input type="checkbox"/> Agriculture, Forestry, Fishing </div> <div style="width: 50%;"> <input type="checkbox"/> Management of Companies and Support Services </div> <div style="width: 50%;"> <input type="checkbox"/> Transportation and Warehousing </div> <div style="width: 50%;"> <input type="checkbox"/> Utilities </div> <div style="width: 50%;"> <input type="checkbox"/> Arts, Entertainment </div> <div style="width: 50%;"> <input type="checkbox"/> Manufacturing </div> <div style="width: 50%;"> <input type="checkbox"/> Wholesale Trade </div> <div style="width: 50%;"> <input type="checkbox"/> Mining </div> <div style="width: 50%;"> <input type="checkbox"/> Construction </div> <div style="width: 50%;"> <input type="checkbox"/> Others: </div> </div>	

Area(s) in which student would focus during WBL		
<input type="checkbox"/> Architecture and Engineering <input type="checkbox"/> Arts, Design, Entertainment, Sports, and Media <input type="checkbox"/> Building, Grounds Cleaning, Maintenance <input type="checkbox"/> Business and Financial Operations <input type="checkbox"/> Community and Social Services <input type="checkbox"/> Computer <input type="checkbox"/> Construction <input type="checkbox"/> Education, Training, and Library <input type="checkbox"/> Farming, Fishing, and Forestry <input type="checkbox"/> Food Preparation and Serving Related <input type="checkbox"/> Healthcare Practitioners and Technical	<input type="checkbox"/> Healthcare Support <input type="checkbox"/> Installation, Maintenance, and Repair <input type="checkbox"/> Legal <input type="checkbox"/> Life, Physical, and Social Science <input type="checkbox"/> Management <input type="checkbox"/> Office and Administrative Support <input type="checkbox"/> Personal Care and Service <input type="checkbox"/> Production <input type="checkbox"/> Sales and Related <input type="checkbox"/> Transportation and Material Moving	
SECTION 2		
<p style="text-align: center;">Content of the WBL activities:</p> <p>Indicate the main activities (3/4 no more) in which the student can be involved, what he/she has to be able to know/ to do for each activity (LEARNING OUTCOMES), what he has to produce (OUTPUT) to demonstrate it.</p>		
MAIN ACTIVITIES IN WHICH THE STUDENT WILL BE INVOLVED	LEARNING OUTCOMES	OUTPUT
Pre-requisites professional skills, knowledge and personal competences requested before WBL path starting		



Regulations	Safety and laws

Include teaching and learning methods

With regard to teaching methods and learning styles, two different training resources have been set up in order to promote a self-learning path for workplace tutors and school tutors.

The training resource addressed to the school tutors (Annex 1) is focused on two specific items

- experiential learning and teaching methods;
- conflict management.

The training resource addressed to the workplace tutors (Annex 2) is focused on three specific themes:

- learning styles and giving instructions;
- give and receive feedback;
- conflict management.

2.2.3 Develop quality procedures before, during and after the WBL

In order to implement quality procedures before, during and after the WBL path, we have prepared the following checklist with the aim of helping anyone - with a responsibility in the coordinating and in the guidance of WBL paths - to carry out the activities required.

The checklist should be used by the school tutor: every time one of the planned activities is completed, the tutor can put a check mark, insert the date and sign. This tool will also allow to check if something hasn't been carried out or has not carried out after the deadline.

Checklist 2. Quality procedures before, during and after the WBL

ACTIVITY	TICK	DATE	SIGNATURE
Before WBL Activities			
You have promoted the WBL programs for the involvement of the host subjects	<input type="checkbox"/>		
You have done networking with the host system - you have participated in events, meetings, fairs and host organizations	<input type="checkbox"/>		
You presented the school and the WBL program to the host subjects at the beginning of the year	<input type="checkbox"/>		
You have powered and manage the database with the list of host facilities	<input type="checkbox"/>		
You have acquired the availability from the host subjects to: - hosting company visits;	<input type="checkbox"/>		

ACTIVITY	TICK	DATE	SIGNATURE
- attend meetings at school; - host students			
You have stipulated agreements with the host subjects for the realization of ASL paths and activities	<input type="checkbox"/>		
You have developed a canvas of the three-year WBL project	<input type="checkbox"/>		
You have developed an annual WBL project in an interdisciplinary way starting from the learning outcomes	<input type="checkbox"/>		
You have developed one or more Learning Units starting from the learning outcomes	<input type="checkbox"/>		
During WBL activities			
You have prepared the students for the WBL path			
You have developed an individualized project starting from the learning outcomes			
The individualized project has been approved			
You have drawn up the management and monitoring plan			

ACTIVITY	TICK	DATE	SIGNATURE
You have communicated the monitoring activities to the interested parties (WBL teachers, company tutor, student ...)			
You have carried out the activities of WBL at school			
You have carried out the activities of WBL at the host organization			
You have completed the formative assessment			
You have found the data and information on WBL activity at the school or in the host office			
You have updated the monitoring results			
You have evaluated the need for modification, correction, remodulation path and, if necessary, has modified, corrected, reshaped the path			
You have reported the progress of the WBL path to the parents			
You have prepared a final monitoring report (comment on the results)			

ACTIVITY	TICK	DATE	SIGNATURE
You have defined the evaluation plan as part of the annual WBL plan			
You have built the rubric for assessment			
The Rubric for assessment has been approved by the host organization	<input type="checkbox"/>		
After WBL activities			
You have completed the summative assessment	<input type="checkbox"/>		
You have approved the results of the assessment	<input type="checkbox"/>		
You have certified the skills developed by the students	<input type="checkbox"/>		