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Choose to Learn Adopting Sustainability Standard

TOOLKIT FOR TEACHERS

Experimental Pedagogy Lab of the University of Perugia

THE PROJECT



WHAT IS THE TOOLKIT?

A MODEL

to identify and evaluate
competences
acquired by school
students during a
volunteering
experience.



A multi-perspective view

The contexts

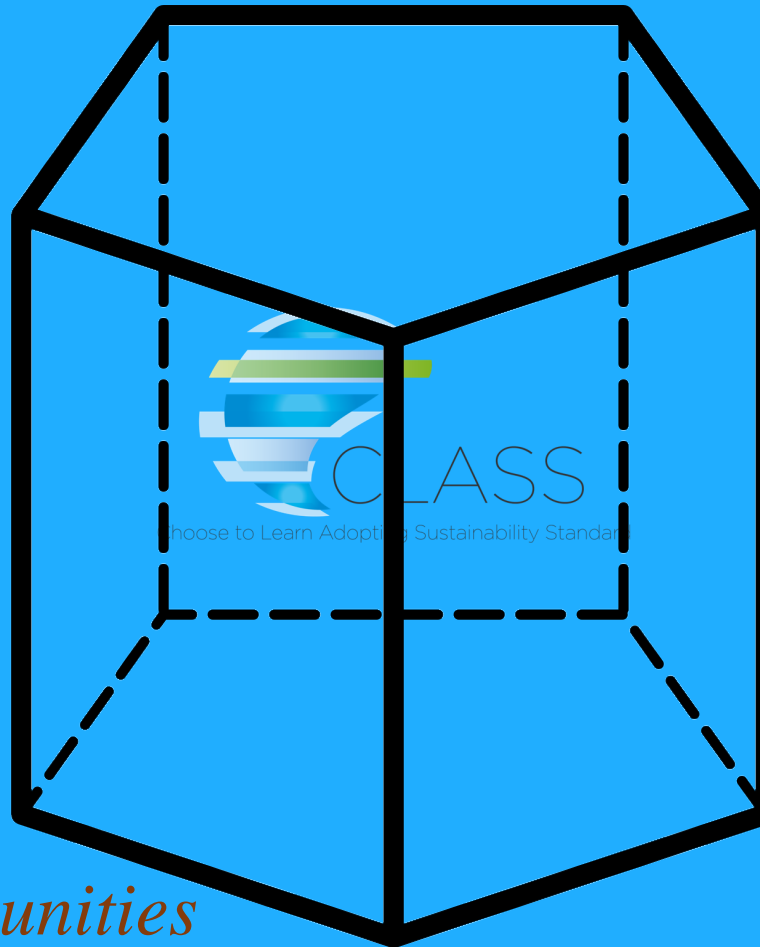
«to learn inside and outside the school»

Active methodologies

service learning
reading aloud

Inclusion

equal learning opportunities



The experiential learning

«to make school»

Assessment training

«meta-reflexivity»

HOW DOES THE C.L.A.S.S. MODEL WORK?

The Model is made of **7 Steps**

7 - step – SKILL CERTIFICATION

analysis of the learning outcomes of the students



5-6 - steps TEACHER'S ASSESMENT

students reflect on their path and acquired competences

2-3 -4- steps SELF EVALUTATION

preparation of the students & teachers

Steps 1-6 can be repeated every school-year.

Step 7 is a final assessment at the end of the school cycle.

1 step - FIRST DOSSIER

selection of the proper context to conduct the testing

STEP 1

First Dossier

Opening a
Student's Dossier

This will be the first step
toward a **Curriculum Vitae**

1. DOSSIER

Code	Item	Example
1	PERSONAL DATA AND ASSOCIATION	
1.1	Name and surname	
1.2	Place and date of birth:	
1.3	Mail:	
1.4	Tel:	
1.7	School	
1.8	School curriculum	
1.9	Association, municipality	
1.10	Macro sector	
1.11	Do you participate in other Volunteering Associations? (Association, role, duration)	
2	YOUR EXPERIENCE AS A VOLUNTEER	
2.1	How long will you practice active volunteering?	
2.2	How often will you practice volunteering activities?	
3	TRAINING EXPERIENCES	
3.1	Please, mention the main training courses carried out in the associations in which you have participated (Course title, date, association, duration, topic)	
4	WHAT ARE MY SKILLS	
4.1	Literacy competence	1 2 3 4 5 6 7 8 9 10
4.2	Multilingual competence	1 2 3 4 5 6 7 8 9 10
4.3	Mathematical competence and competence in science, technology, and engineering	1 2 3 4 5 6 7 8 9 10
4.4	Digital Competences	1 2 3 4 5 6 7 8 9 10
4.5	Personal, social and learning to learn competence	1 2 3 4 5 6 7 8 9 10
4.6	Citizenship competence	1 2 3 4 5 6 7 8 9 10
4.7	Entrepreneurship competence	1 2 3 4 5 6 7 8 9 10
4.8	Cultural awareness and expression competence	1 2 3 4 5 6 7 8 9 10

STEP 1

Example of First Dossier



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5	OTHER PERSONAL INFO	
5.1	What are my interests	
5.2	What I want to achieve	
5.3	Which actions/work I would like to carry out	
5.4	Personal or social experience	
5.5	Any other interests (sport, arts, leisure, etc...)	

STEP 2

Self-evaluation

The Volunteer's diary

Students will write in a
logbook a synthesis of their
daily activities

2. THE DIARY

Date and time	Place	Activity carried out	Positive elements	Negative elements

STEP 2

Example of a logbook



STEP 3

Self-evaluation

Self-reflection

York-Barr questionnaire of
self evaluation

3. REFLECTION

Identify 5 specific events that you consider the most significant ones.

Event n. 1

1	LOOK BACK	
1.1	What happened?	
1.2	Where was I?	
1.3	What was I doing?	
1.4	What was the context of the event?	
1.5	What part did I play in what happened?	
1.6	What part did I play in what happened?	

2	THINK DEEP	
2.1	Why have events taken this turn?	
2.2	Why did I behave this way?	
2.3	How did the context influence the experience?	
2.4	Have my past experiences affected the reactions I have had?	
2.5	How did they influence my actions and thoughts at the time?	

3	LEARN SOMETHING NEW ABOUT YOURSELF	
3.1	What did I learn from that experience?	
3.2	How can I improve?	
3.3	What went well?	
3.4	What did I do well?	
3.5	What went wrong or not as good as I thought?	
3.6	How did I contribute to this?	

4	ORGANIZE THE NEXT STAGES	
4.1	What should I remember to think about the next time I encounter a similar situation?	
4.2	How can I favor conditions that can improve future learning and the contexts in which I move?	
4.3	If it happens again, what would I do differently?	
4.4	How would I adapt my practice in the light of the competence acquired?	



STEP 3

The York-Barr questionnaire

21 questions divided into 4 main fields, corresponding to 4 Steps:

- 1) Look back (6 questions)
- 2) Think in depth (5 questions)
- 3) Learn something new about yourself (6 questions)
- 4) Organise your next steps (4 questions).



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STEP 4

Self-evaluation

First identification
of skills

Identification of the **skills to
watch and evaluate**

4. FIRST IDENTIFICATION OF SKILLS

On the basis of the reflections produced by the student and on the basis of the volunteer's diary, you can begin, in summary, to identify levels and skills achieved during the course.

Skills Volunteer role/activities level

Have you an example to show how you have demonstrated this skill in your volunteering?

- | | |
|--------------------------------|--|
| 1. Interpersonal Communication | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 2. External Communication | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 3. Written Communication | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 4. Event Organizing | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 5. IT | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 6. Foreign languages | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 7. Active Listening | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 8. Being Proactive | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 9. Negotiation/Mediation | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 10. Problem Solving | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 11. Decision Making | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 12. Leadership | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 13. Team working | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |
| 14. Motivating Others | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> Not relevant |

Other specific skills developed as a result of your volunteering (please write in):

STEP 4

The «Identification of Skills» Questionnaire



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STEP 5

Teacher's evaluation

Skill Assessment

**Guided self-evaluation of
skill levels achieved**

5. SKILLS ASSESSMENT

You must elaborate this last part with the mandatory support of the educator outside school; it consists of a grid with indicators and is focused on the levels that the student believes to have reached.



Skill	Level					
	Attendant		Technician		Expert	
	A1	A2	T1	T2	E1	E2
2.1 Active citizenship	I am familiar with the values of the voluntary organization in which I participate, by referring to older volunteers.	I know the values of my voluntary organization and I know broadly the founding principles of volunteering.	My voluntary activity is inspired by the values of the mission of my voluntary organization	My voluntary activity is inspired by the associative values and the founding principles of the organized volunteering.	I knowingly practice the principles of volunteering by promoting the mission of my voluntary organization	I knowingly practice the principles of volunteering and spread the founding values of organized volunteering.
2.2 Relationship	I am able to establish relationships with the interlocutors keeping in mind the rules of good communication (also with the help of other volunteers)	I listen carefully to my interlocutors by applying the rules of good communication and addressing myself, if necessary, to the most experienced volunteers.	I communicate effectively with my interlocutors in an autonomous way referring to the rules of good communication.	I know how to establish relationships of trust and mutual respect with my interlocutors inside and outside the voluntary organization.	I hold structured dialogues. I have advanced interpersonal skills and can advise if younger volunteers are needed.	I train and expand the network of my association, taking care of interpersonal relationships and paying attention to the correct modes of communication.
2.3 Team work	I participate in working groups to learn functions, roles, responsibilities.	I participate in working groups by assuming particular functions, roles, responsibilities.	I actively participate in working groups respecting the functions, roles, responsibilities that I have been assigned.	I actively participate in working groups in accordance with the principles of good organizational communication.	I coordinate working groups by creating sharing and acceptance of roles and responsibilities.	I coordinate working groups with authority by creating the prerequisites for cooperative learning.
2.4 Analysis/assessment	I participate in data collection and/or problem definition and/or the elaboration of new project ideas.	I collect and arrange data in order to address a problem in an organized way.	I can process information in order to identify specific action objectives related to my role in the voluntary organization.	I can process data in order to identify result-oriented solutions in relation to its field of action.	I can define data-based strategies taking into account the constraints and resources available within my voluntary organization.	I can build monitoring and evaluation systems in order to set and control the achievement of objectives.
2.5 Problem solving	I can identify a critical situation with respect to my voluntary activity by addressing the people in the ODV who are able to respond	I can identify critical situations in the voluntary work I do; and, before asking for help, I can give a preventive response to the need.	I can identify simple critical situations in the framework of my voluntary activity and resolve them when they directly concern me.	I understand complex problems* that occur as part of my volunteer work and resolve them when they affect me directly.	I can identify and resolve difficult situations that affect my volunteer work and my organisation.	I am able to design systems to prevent the problems of the voluntary organization by identifying solutions useful to the volunteer in order to carry out his or her role correctly.



STEP 5

The «Skill Assessment» Model

2.6 External communication	I participate in external communication activities related to the activities I carry out.	I participate in external communication activities by carrying out the specific functions assigned to me.	I also carry out external communication activities using digital communication tools.	I have technical communication roles using the media to multiply relations with the public.	I am able to define tools and methods in order to encourage public participation in the aims and results of the association.	I am able to communicate the quality of services by activating listening/verification channels for continuous improvement.
2.7 Organization (of pro-social activities)	I participate in the organization of simple membership activities* by following the instructions given to me.	I participate in the organization of complex membership activities* under the guidance of experienced volunteers.	I can self-organize myself to carry out the simple activities* according to specific instructions.	I can organize myself to carry out complex activities* by interacting with other volunteers and/or agencies.	I am able to organize activities involving human resources and financial management	I can organize complex activities* using specific business-planning and/or fundraising techniques.

Attitude	Participant > Executor	Autonomous > Self-organized	Responsible > Coordinator
Level of complexity-autonomy	The volunteer participates in the mission activities by starting to provide himself or herself with the knowledge and tools that will make him or her autonomous to act with respect to the values and aims of the voluntary organisation. Its functions are mainly exploratory and/or executive. It acts mainly alongside mature or experienced volunteers.	The volunteer has knowledge and skills that make him or her autonomous to act in accordance with the values and aims of the voluntary organisation of which he or she is a member. He or she has full responsibility and capacity for individual action. He or she acts individually; he or she supports young volunteers; he or she can be supported by more experienced volunteer.	The volunteer has solid knowledge and skills that allow him/her to guide other volunteers by interacting with them to implement the values, aims and activities of the voluntary organisation. He or she is responsible for the work of the volunteers by helping to define their functions and how to exercise them. He/She is called to interact with actors and bodies outside the association in promotion and coordination activities (network).

STEP 6

Teacher's evaluation

Path's Assessment

Interview with the teacher or
the ONG tutor, assessment
and **action plan**



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STEP 6

Assessment made by:

- **the Teacher**
 - **the ONG Tutor**
- with
- **The Student**



STEP 7

At the end of the
school cycle



Skills' Certification



Curriculum Vitae

THANK YOU!

Dr Marco Bartolucci, University of Perugia



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