

Chapter 1: The processes

The development of the model led to the systematization and standardization of the processes for the creation of WBL paths.

Not all the processes identified were mapped and described through flow charts; the ones considered priority were selected during the start-up phase of the model.

The selected processes are as follows:

1. Cooperation with the host subjects
2. Curriculum design
3. Monitoring and management
4. Learning assessment


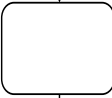
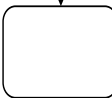
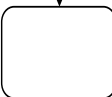
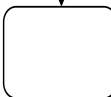
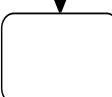
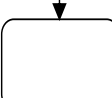


The process consists of the sequence of activities carried out by the various actors involved that lead school/VET institute to produce learning.

The tools described in this toolkit are intended to be used in order to carry out these activities. Therefore, the flow charts aims at being a guidance to the realization of the proper activities or to their control.

The flow charts describing the selected processes are shown below (Figure 1).



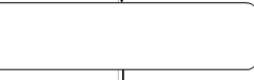
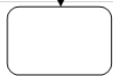

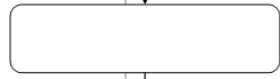


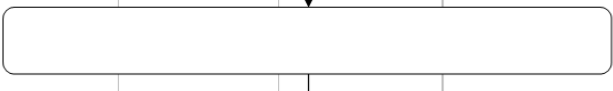

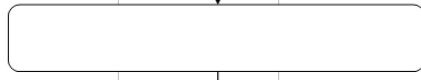





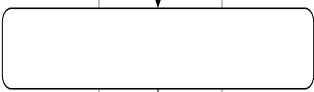




Figure 1. LOWE project flow chart

LOWE PROJECT	COOPERATION WITH WORKPLACE HOST				DF1_P_
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ACTIVITIES	WBL school Tutor	Headmaster	Host Organization	DOC.	
1	Promotion of WBL programs for the involvement of the host subjects			Grid n. 1 – Workplace host interview to insert in the Databank	
2	Building networking system with host subjects - attending in events, meetings, fairs				
3	Contact the host workplace at the beginning of the year in order to present the school and the WBL program				
4	Compose and manage a database with the list of host workplaces			Databank	
5	Acquire availability from host organizations to: - hosting company visits; - attend meetings at school; - hosting students in WBL				
6	Stipulate agreements with host organizations for the implementation of WBL paths and activities				



LOWE PROJECT	CURRICULUM WBL PLAN					DF1_P_	
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ACTIVITIES	WBL SCHOOL TUTOR	WBL TEACHERS	WORKPLACE TUTOR	CLASS BOARD	STUDENT	DOC.	
1	Develop a three-year WBL program						GRID n.3 - Framework three-year WBL design - 4 steps
2	Develop an annual WBL project in an interdisciplinary way starting from the learning outcomes						GRID n.2 -WBL design grid - 4 steps GUIDE n.2 – Suggestions for writing learning outcomes GUIDE n.1 – Write learning outcomes GUIDE n.3– what to avoid in the formulation of learning outcomes TAB n.1 - S.O.L.O. Taxonomy Check list n.1 - To set up the learning outcomes GRID n.5- Design grid of school subjects involved in the annual WBL project- in 4 steps GUIDE n.5 – How to write the learning outcomes of the annual WBL planning at the level of the school subjects involved
3	Develop Learning Unit(s)						GRID n.4 - Learning Unit Model GRID n.6 - Co-planning with the Workplace host GUIDE n.4 - Planning of an annual WBL Learning Unit
4	Prepare student to WBL path						GRID n.7- Talents and passions identification grid Check list n. 4 How to organize a study visit (for Workplace Tutor) GRID n.8 - Self assessment soft skills Check list n.3 How to organize a study visit (for School tutor) GRID n.9 - Testing on prevailing learning styles (Kolb test) Annex 4 -Worksheet Learning Styles Test GRID n.10 - Questions grid for the company tutor before WBL path (for STUDENT) GRID n.11 - Interview to Workplace tutor after knowing where WBL path will take place (for STUDENT)
5	Develop an individualized WBL project						GRID n.6 - Co-planning with the Workplace host GUIDE n.6 - - Process to write the individualized WBL project GRID n. 12 – Individualized plan
6	Approve individualized WBL project						7

LOWE PROJECT	MANAGEMENT AND MONITORING					DF1_P	
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ACTIVITIES	WBL SCHOOL TUTOR	WBL TEACHERS	WORKPLACE TUTOR	STUDENT	DOC.		
1	Drafting management and monitoring plan					ANNEX 4 - Monitoring Plan	
2	Communication of monitoring activities to stakeholders (WBL teachers, workplace tutors, students ...)						
3	Implementation of ASL activities at school						
4	Implementation of ASL activities at workplace						
5	Formative Assessment					GRID n.15 – Give and communicate formative feedback (for school tutor and workplace tutor) GRID N.16 – Student grid to receive formative feedback	
6	Data collection and information on WBL activities at school or host organization						GRID n.13 - Monitoring visit WBL workplace GRID n. 14 - WBL Activity monitoring at school
7	Update outcomes monitoring					ANNEX n. 6 – Tab. monitoring overall results	
8	Possible modifications, corrections, reshaping of WBL path						
9	Reporting progress to parents						
10	Drafting final monitoring report (comment on the results)						

LOWE PROJECT	WBL LEARNING ASSESSMENT						DF1_P_
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ACTIVITIES	WBL SCHOOL TUTOR	WBL TEACHERS	WORKPLACE TUTOR	CLASS BOARD	STUDENT	DOC.	
1	Designing Assessment plan within the annual WBL plan						GRID n.4 - Learning Unit (dedicated section)
2	Designing Rubric for Assessment						GRID n.17 - Rubric for Assessment GRID n.18 - Assessment alignment
3	Approval of Rubric for Assessment by the host organization						GRID n.19 - Record Card for the validation by the company tutor of the designed Rubric for Assessment
5	Implementation of the summative assessment						
6	Approval of the Assessment results						GRID n. 20 - Assessment Form
7	Certification of competencies	