

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.

STEP 2: 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

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- ✓ 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

STEP 4: 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.