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 behavior 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
ENGLISH LANGUAGE use the specific languages of the social-health field in the evaluation of the intervention carried out **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. *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. .	**Learning outcomes** reflect critically (apply critical thinking) to perform an assessment of an individualized designed intervention	ENGLISH LANGUAGE; GENERAL AND APPLIED PSYCHOLOGY; OPERATIONAL METHODOLOGIES, HISTORY. *ASSESSMENT tasks* Elaboration of a Critical reflection sheet on the project using multidisciplinary approaches (in Italian and English) *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. *2)Sectoral language usage* **INDICATORS / CRITERIA***:* 1) Students' work will be assessed on the relevance and depth of the

HISTORY: to correlate the main historical changes and the corresponding evolution of the theoretical-methodological approaches of the sect **MATHS:** to design quality indicators and impact indicators linked to general project objectives.		arguments with respect to the choices made. 2) The student's work will be evaluated on the basis of the correctness of the language used. **MATHS** **ASSESSMENT TASK:** Indicator grid (to be inserted in the reflection board) *EVIDENCE:* **Product** (grid). *INDICATORS:* Students' work will be assessed on the adequacy of the indicators developed to measure what they intend to measure.