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LIBERA
IL TUO TALENTO!

1° Staff Training Event Training Activities Day 2°



DISCOVER
YOUR TALENT!

TECHnical partNership towards Innovation and Cooperation for VET

Activity C1 - SP-VET-SHORT - Short-term joint staff training events - Vocational Education and Training

TECHNIC

Vocational guidance- good practices

Italy – Perugia



13 November 2018



PROVINCIA DI PERUGIA

Luisa Longetti - David Pecorari
Public Employment Service- Perugia

Erasmus+ KA 202 - Strategic partnership for vocational and educational training. Cooperation of innovation and the exchange of good practices. 2017-1-RO01-KA202-037478



Planning lifelong guidance

- Draft resolution of the Council : «better integrating lifelong guidance into lifelong learning strategies « in 2008.

The definition of guidance as referring to a

- continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational,
- training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used.
- Guidance covers a range of individual and collective activities relating to information-giving, counselling, competence assessment, support, and the teaching of decision-making and career management



Lifelong guidance

- Lifelong guidance , as a process of building one's own professional identity
- The responsibility of each person to choose, in an ever changing context
- Responsibility for educational systems and guidance to provide Career Management Skills



Logical framework

Lifelong learning

- Lifelong learning
- Formal, non-formal and informal learning
- Valuing learning from experience
- Bilan de compétences

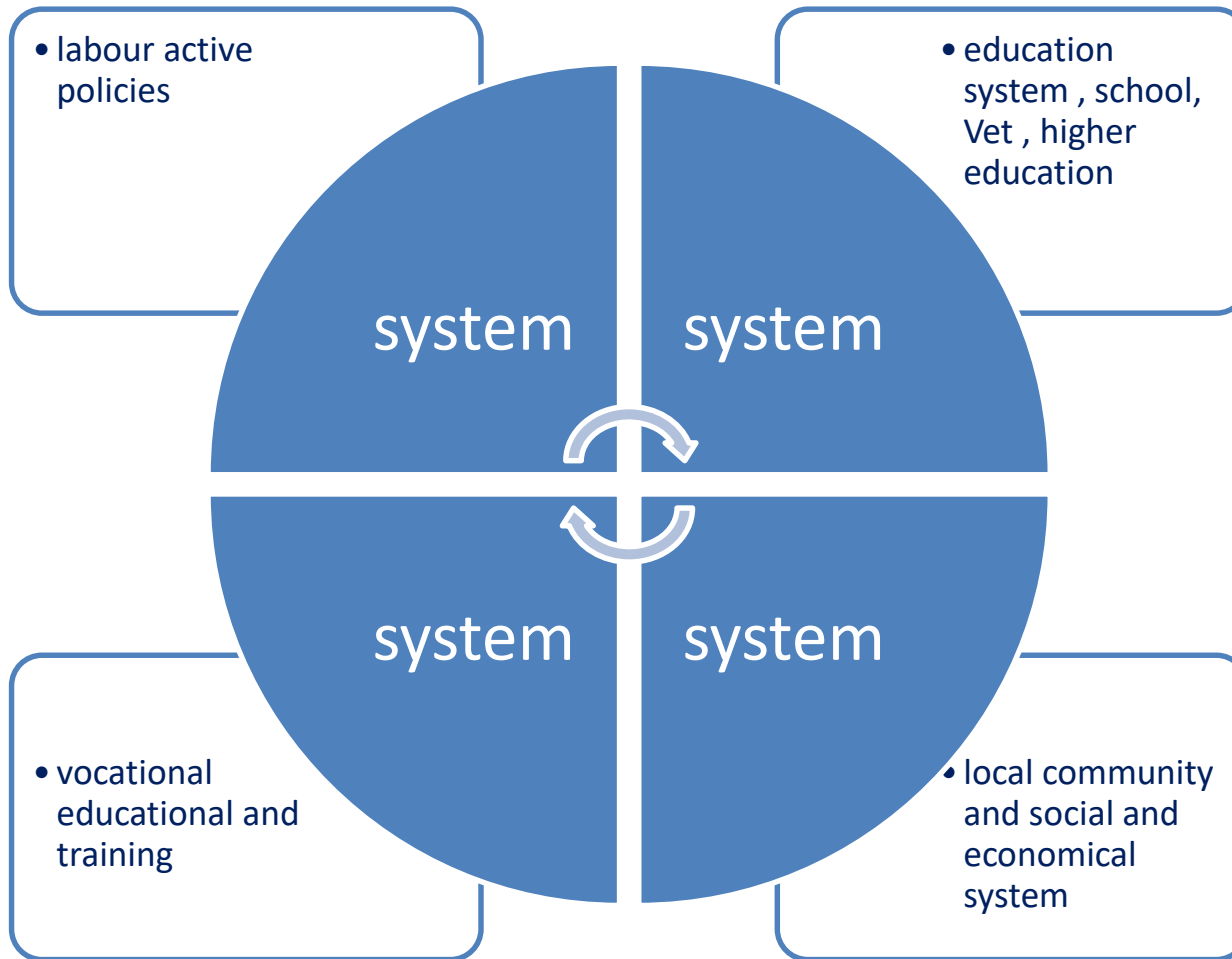


Logiche di sistema

- Lifelong learning
- Lifelong guidance



Actors





National guidelines on vocational guidance

Right to lifelong guidance . Vocational guidance features:

- "Educational"> promoting guidance skills (CMS)
- "Informative"> ability to acquire and re-elaborate useful knowledge to guidance
- "Accompaniment to specific transition experiences" > skills for reflection and management of the path
- "Guidance counseling" > skills to build a professional project



Vocational guidance

Therefore it assumes a strong value ...

- Educational / pedagogical → skills learning
- Interdisciplinary → exploratory approach
- Permanent → lifelong guidance



Lifelong Guidance

Priority1 > Career Management

- The ability to plan a guidance path refers to a set of skills that offer individuals and groups structured ways to collect, analyze, synthesize and organize personal, educational and employment information, as well as the skills to make and implement decisions and transitions.



Career Management

Intentional management of work, learning and other aspects of life through reflective, evaluative and decision making processes.

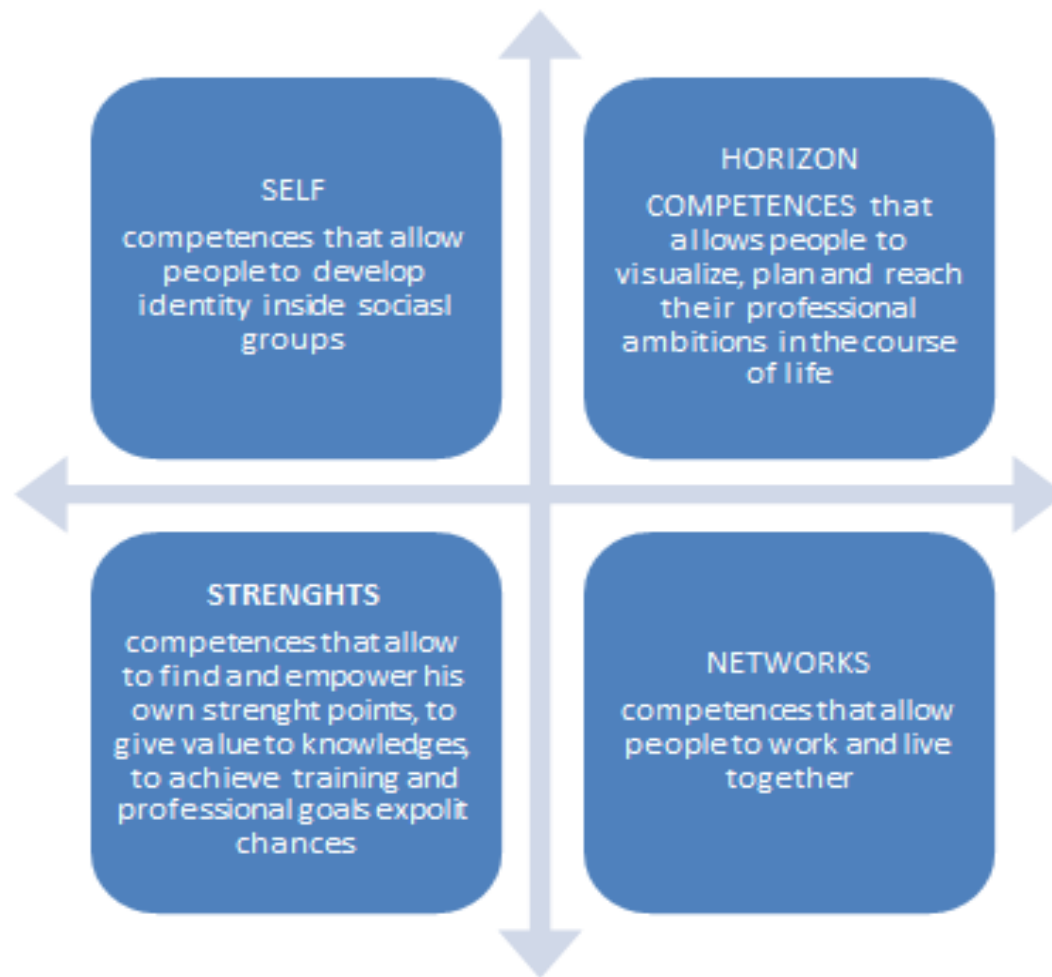
(Haines, Scott, & Lincoln, 2003; Watts, 1998)

A capacity for governance, which is the true substance of identity social relationship with which the person constructs his own path of life.

(Scanagatta, 2002)



'Career Management Skills' Framework





Regional system of lifelong guidance

- the well-being of the student, the prevention of the risk of failure and / or early school leaving employability
- entering or re-entering work (transitions)
- promote social inclusion, re-motivate learning and support choices, remove obstacles linked to difficulties in access to training and work systems



General principles

- Centrality of the beneficiary
- Activation of citizens
- Ease of access
- Quality assurance



Activities

- Providing Information on Career Possibilities
- *Training/educational guidance*
- *Counselling*
- *Tutoring and accompanying action*



Activities

- information-giving,
- counselling,
- competence assessment, support,
- the teaching of decision-making
- career managementskills



Actions and beneficiaries in school/VET paths, secondary school students- first cycle (11-14 years old)

During the secondary school of first cycle

- at least one guidance action for each of the three years;
- at least an information activity aimed at parents;
- development of self-knowledge and awareness of personal skills and interests;
- decision-making ability;
- knowledge of the professions, of the educational offer and of the labor market.



Actions and beneficiaries second cycle (14-16 anni)

- In the first two years of the paths of the second cycle of education and of leFP (educational and vocational paths percorsi 3- 4 years (leFP);
- at least one indicative action for each year of the Biennium;
- verification and consolidation of the training choice
- knowledge of occupations and job opportunities
- knowledge of the professions, of the educational offer and of the labor market



Actions and beneficiaries in educational vocational paths (16-18/19 years old)

*During the paths for the attainment of the professional qualification or
the secondary diploma*

- at least one guidance action in the three-year period*
- development of problem solving and self-assessment skills; awareness
of their strengths and weaknesses;*
- knowledge of professions / development of choice strategies in
relation to professions and work;*
- knowledge of the labor market and of the techniques / tools for job
placement;*
- knowledge of the training offer, the methods of access to the paths
and the employment potential*



Actions and beneficiaries in transition

from school to labour market

- *Young people in transition to work*
- *Occupied adults, unemployed in transition within the labor market*
- *Disadvantaged subjects / weak groups in work placement*
- *Disabled in work placement*



Multiple Transitions

Citizens' lives are increasingly characterised by multiple transitions: notably from school to vocational education and training (VET), higher education or employment, or from employment to unemployment, further training or departure from the labour market.

Guidance plays a decisive role in the major decisions that individuals have to take throughout their lives. In this respect, it can contribute to empowering individuals to manage their own career paths in a more secure way in the context of today's labour market, and to achieve a better balance between their personal and professional lives;



Actions and beneficiaries for social inclusion

- *Procedures that favor, with a view to inclusion, access to and use of guidance services by the most disadvantaged and at risk subjects.*
- *For the most part complex interventions (combination of + guidance actions) of re-motivation and support to learning, which support the target in the choice of study, training and work paths and, more generally, that are aimed at the maintenance of internal welfare systems.*



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**Thanks for your attention and
great success for future
cooperation!**

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Vocational guidance- good practices “DROP IN”

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DROP IN

Phase 1

Strategic skills for self-assessment and guidance





Conclusive recommendation Unesco (Bratislava 1970)

«To guide means to make the individual able to become aware of himself and to progress, with his studies and his profession, in relation to the changing needs of life, with the dual purpose of contributing to the progress of society and achieving full development of the human person »



Vocational/career guidance / 1

WHAT is it for

- to evaluate and choose training and / or work paths
- to choose well, motivated and aware based on their interests and their expectations
- to autonomously manage the personal and professional path

WHEN during life:

- when we have to face choices of study or work
- when we are in moments of transition
- when we want a change (in professional life)





Vocational/ career guidance why / 2

How to find a guidance path

- define and develop a professional goal
- gather information on: scenarios, professional profiles, sectors of interest, training offer
- evaluate and identify possible alternatives of choice
- action plan to achieve the set objective

WHERE ?

There are many places where you can find guidance service : at school, in the services of the municipality or the province, in orientation centers



Vocational/ career guidance why / 3

Reflexivity and the ability to learn lifelong and lifewide are essential conditions to protect against the many risks of marginalization or exclusion from the world of work.

To young people it requires to respond in a flexible way to the needs of a development dominated by increasingly complex pictures, by continuous transformations that require constant questioning of established habits, of reorganizing one's own existence, of rethinking oneself (Alberici, 2002).





Vocational/career guidance why / 3

- The ability to know how to manage and monitor in the continuous process of individual evolution, is the main resource for the subject in order to redesign, self-training and build a personal project of growth at the existential level, study and work



Vocational/ career guidance as continuous process

- Approach based on individual characteristics and inclinations of the subject as predictive variables of a better professional position



Personal path of lifelong learning that is based on the acquisition, by the subject, of reflective, decision-making, self-diagnosis, self-control (or strategic self-regulatory) skills.





Self-regulation and self-determination

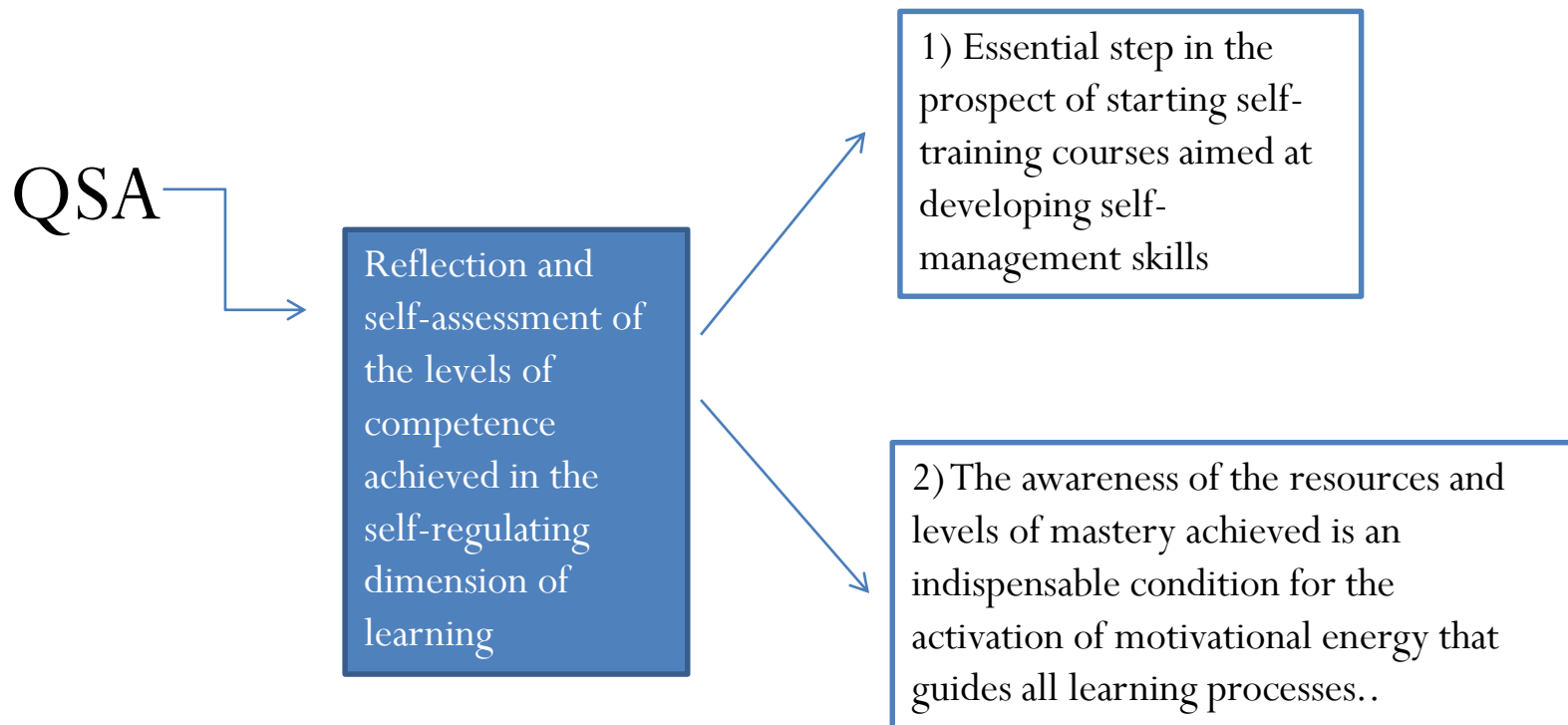
- The self-regulating person is able to manage strategies that regard different dimensions of his / her being (cognitive, metacognitive, emotional, relational, affective and volitive) and that allow him / her to activate instrumental behaviors to achieve the pre-established training / professional objectives.

“A self-determined subject is assertive, aware of himself, of his own values, of his own ends and knows how to express his own desires, interests and needs; he perceives himself autonomous and free from external constraints or constraints in taking decisions; sees in his own will the inner source of his choices ”(Nota & Soresi, 2010).

Self-determination, therefore, calls into question the reflexivity, the attribution of meaning to one's own behaviors, the ability to plan oneself, to place oneself in the contexts, the responsible and conscious elaboration of a life project.



Self assessment questionnaire 2





Self assessment questionnaire 3



It is a reference element that, if correctly used, allows the student to observe during his training path and, in a proactive way, the prevention of school failure.

It consists of fourteen evaluative scales, of which seven pertain to the cognitive dimension and seven to the affective-motivational one. It is structured in 100 sentences, describing a way of acting, of judging situations and oneself, of living emotionally the various experiences in an educational context..



Self assessment questionnaire 3

For guidance purposes, the use of this type of tools has a specific value: it allows to stimulate self-reflection and awareness on some aspects often not intentionally controlled, of the way we relate to the various situations of study and life .





Self assessment questionnaire 3

- Furthermore, the questionnaires, urging the student to reflect on the meaning attributed to their own path of training and professional growth, focus their attention on the dimension of self-determination, the satisfaction of intrinsic motivations and on the individual's possession of an existential project that drive in your choices.



**Thanks for your attention and
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From web site:
www.competenzestrategiche.it
As Best Practice Example.
Tool and Example.

I MANAGE MY LEARNING

QSA : QUESTIONNAIRE ON LEARNING STRATEGIES



QUESTIONNAIRE ON LEARNING STRATEGIES *

The QSA consists of 100 items which are collected in 14 factors they focus on cognitive aspects and affective-motivational of study and learning.

Each item helps you TO reflect the way you are used to studying and problems that you meet in school work.

The final profile allows you to grasp how you perceive your strategic skills in studying and learning.

* *PELLEREY Michele, Roma, Questionario sulle strategie di apprendimento (QSA), LAS 2006.*



COGNITIVE FACTORS

- Processing strategies
- Selfregulation
- Disorientation
- Availability for collaboration
- Semantic organizers
- Difficulty of concentration
- Self interrogation

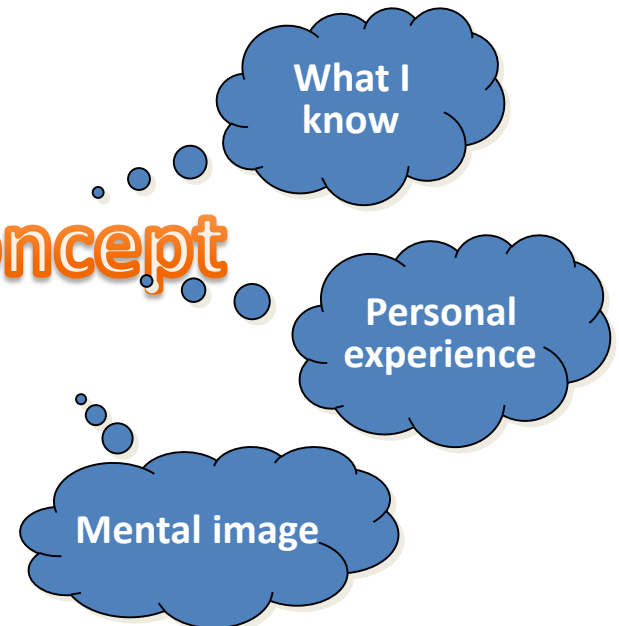


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C1 elaboration strategies

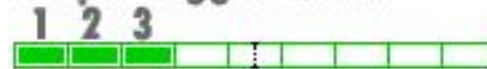
*Can you relate the new concepts
with what you already know,
with your experience
or with mental images
for the purpose of understanding
and better remember?*

New concept



- *When you look for examples:*
- *Apply new concepts to personal situations*
- *Connect the various steps to meaningful images*
- *Repeat mentally*
- *Use analogies*
- *Try to draw unintended conclusions in the text*
- *Progressively select the fundamental elements of the discourse and link them together*
- *Clarify the goals you want to achieve*

**Se hai ottenuto
un punteggio basso**



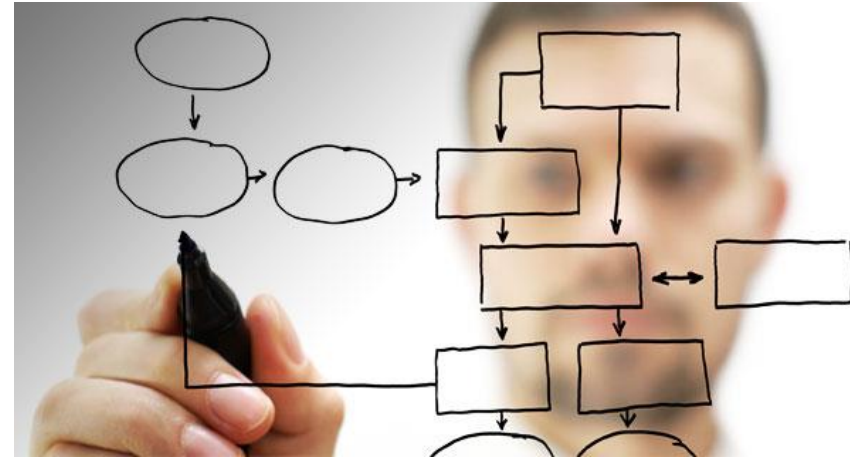
elaboration strategies

QSA ITEMS

- I try to find links between what I'm studying and my experiences (22)
- I try to find the relationship between what I learn and what I already know (17)
- I try to establish links between the different ideas presented in the text I study (31)
- During the study and listening to a lesson I am reminded of links with other topics already studied (48)
- When I learn a new concept I try to find an example to which it can be applied (36)
- When I learn new words or new ideas I try to imagine a situation to which they can be applied (7)
- When I learn a new concept I wonder if there are cases in which it can not be applied (41)
- I try to see how that study could apply to my everyday life (26)
- To better remember how much I try to link the various ideas together (100)
- Reading I reconstruct with my imagination the situations, the characters or the events narrated (85)

C5 semantic organizer

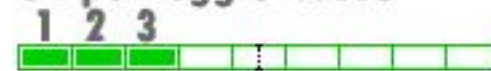
Can you organize what you are studying in a coherent and systematic way? Do you need diagrams, drawings, graphs and tables to understand and remember better?



Practice using intellectual work tools such as semantic graphic organizers (diagrams, tables, diagrams, concept maps).

These tools can help you organize your studies in a coherent and systematic way, to facilitate memorization and facilitate problem solving.

Se hai ottenuto
un punteggio basso



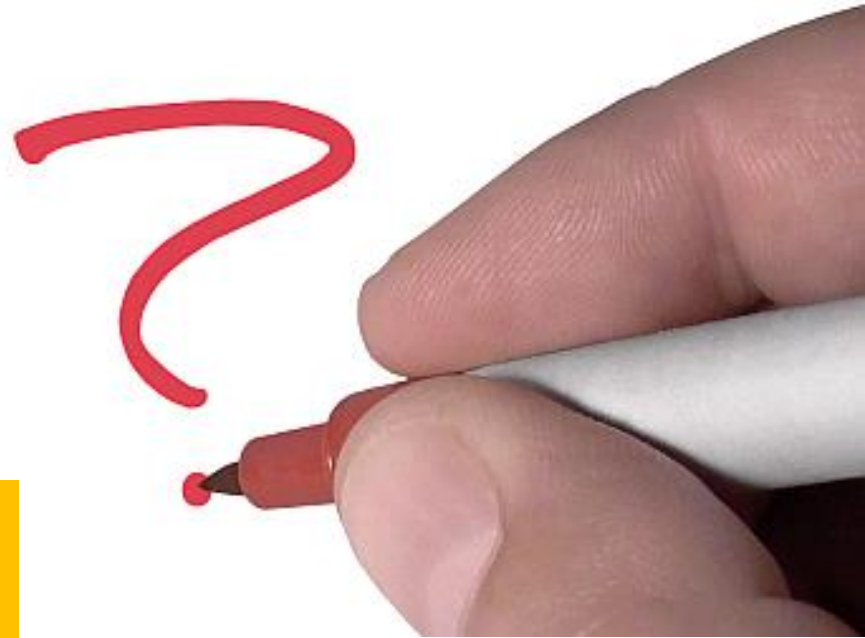
semantic organizer

QSA items

- The diagrams, graphs or summary tables help me to better understand what is outlined in the text (18)
- I understand better if the teacher uses sketches and graphs done on the blackboard (90)
- I make drawings and sketches that help me understand what I'm studying (44)
- I build diagrams, graphs or summary tables to summarize what I study (37)
- I remember best when I study if I can use diagrams, graphs or tables (56)
- I find it not very useful in reviewing the lessons to use the drawings, graphs or summary tables contained in the text (71)

C7 selfinterrogation

Do you Ask questions to the teacher, to your companions and to yourself to check your understanding, the memory or question preparation?



In the classroom

Ask questions to the teacher or classmates

When your classmates are interrogated, listen and mark the teacher's questions

When do you study

Use the questions included in the text to understand and remember

Think about the questions you may have asked yourself

**Se hai ottenuto
un punteggio basso**



Selfinterrogation

ITEM DEL QSA

- When I prepare for an exam or an interrogation , I think of the questions the teacher can ask me (6)
- When I have finished studying, I imagine the questions the teacher can ask me and I try to answer them (25)
- Before studying a subject I try to clarify what the teacher expects from me (35)

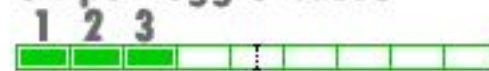
C2 Self regulation

Are you able to manage independently the study and, in general, the learning processes?



- Keep your actions under control
- Take notes during the explanation and arrange them after class
- Mark the most important things on the text
- Organize things to do and study based on the time you have available

Se hai ottenuto
un punteggio basso



Self regulation

ITEM DEL QSA

- At the beginning of the study session , I verify what I have to do (81)
- I organize my studio according to the time I have at disposal (34)
- I complete the homework due time (65)
- To be more careful, during the lessons I take notes (12)
- After a lesson I carefully review my notes to deepen and better remember the ideas collected (1)
- Check if I understood well what the teacher said during the lesson (11)
- While studying I ask myself questions or do some exercises to check if I understand correctly (21)
- When I read I reflect on the subject and I try to understand well what is outlined in the text (2)
- When I read a text sign on the text the most important things (27)
- If I have a failure, I feel led to retry the task (80)
- When I do a rather boring job, I think about its less negative aspects and the satisfaction I will feel when I finish (63)

C3 Disorientation

*Do You have trouble orienting
yourself in the various study
tasks
and to organize knowledge?*

Find strategies to help you organize effectively:

- the material to study,
- the time available,
- the study environment.



Se hai ottenuto
un punteggio alto
7 8 9



Disorientation

ITEM DEL QSA

- It happens that I succeed in a task because I can not understand what exactly I have to do (3)
- As I interrogate myself, I realize that I have studied the wrong topic (40)
- I find it difficult to understand if a concept or a topic that is not clear to me (98)
- I find that a topic of study was more difficult than I had expected (52)

- I can not stay focused in the job more than a quarter of an hour (46)
- When I study I get lost in the details and I can not find the main things (8)
- I have difficulty summarizing what I have heard at school or read in a book (32)
- I memorize rules, technical terms or formulas, even without understanding them (43)
- I avoid asking questions, because I think I bother the teacher (96)



Difficoltà di concentrazione

*Ti è difficile **concentrarti**
nello studio e fatichi a **organizzare**
tempi e spazi di lavoro?*

SUGGERIMENTI PER MIGLIORARE

- Sviluppa valide ed efficaci strategie di controllo dell'attenzione
- Evita un'eccessiva esposizione alla televisione, al computer e ai videogiochi
- Elimina le fonti di distrazione
- Poni e poniti spesso domande
- Chiarisciti gli obiettivi che vuoi raggiungere con ciascuna attività e pianifica il tuo tempo



Se hai ottenuto
un punteggio alto
7 8 9



C6 difficulty in concentrating

ITEM DEL QSA

- When my teacher explains, I find myself thinking about other things and so I do not follow what he is exposing (84)
- While studying distract me doing "daydreams", projects and programs of all kinds (89)
- The problems of home or those placed by friendships make me neglect the school commitment (79)
- At home I study the subjects not on the basis of a precise plan, but according to the urgency of the questions (69)
- When I start studying I try to predict how much time I need to learn a topic (60) -

C4 Collaboration

Do you appreciate the opportunities in which you can study with others?
Are you available to a participatory and collaborative study?

- Consider the importance and usefulness of a participative and collaborative study in order to improve your learning and learn to work in a group



Se hai ottenuto
un punteggio basso



Collaboration

ITEM DEL QSA

When I participate in group work I have the impression that I understand things better (50)

- I seem to learn better when I can compare myself with my companions (74)
- I find it useful and stimulating to discuss or work in groups (30)
- I think that in the study, as in the work, it is important to learn to work together (86)
- I find that studying with a partner is a waste of time (13) -
- When I participate in group work, I have the impression of losing time (99) -
- I prefer to study the lesson alone rather than with the help of others (57) -

Emotional-motivational factors

1. Basic anxiety
2. Volition
3. Attribution to causes under control
4. Attribution to causes out of control
5. Lack of perseverance
6. Perception of competence
7. Emotional interference



** I fattori possono essere accostati per affinità come evidenziato dal colore del numero*

A1 basic anxiety

Do you have problems to control anxiety and your emotional reactions?



- *Think about the elements that cause you an excessive anxiety to bring them back to an acceptable and manageable size.*
- *Remember that a certain level of internal tension is necessary to deal with a demanding task with the proper energy, but excessive nervous excitement can block your response and reduce your performance.*
- *You need to be reassured, reassured and encouraged.*



basic anxiety

ITEM DEL QSA

When I have to face a question or a written work I am so nervous that I can not express myself to the best of my possibilities (28)

- When I am suddenly asked , I stop and can not speak anymore (97)
- I immediately become nervous when faced with a question or a problem that I do not understand immediately (45)
- If I realize I have no more time to finish the job I panicked (77)
- I panic when I know that I have to face an important written exam (23)
- The heart beats me when I have to undergo an examination or an important question (38)
- While I'm facing a question the fear of making mistakes disturbs me so I get worse (19)
- I feel very uncomfortable during a written work or a question even when I am well prepared (9)
- During the course of a task in the classroom or during an interrogation, I have doubts and uncertainties about my ability to succeed well (33)
- When I take a bad mark I get discouraged (4)

A7 emotional distractions

Aren't you able to manage the occasional emotional reactions that can interfere with school work?



Think about the situations and the aspects that can provoke intense emotional reactions and a widespread disquiet to learn to know and manage your emotions and to live with serenity your school commitments

Se hai ottenuto
un punteggio alto
7 8 9





emotional distractions

ITEM DEL QSA

- If for some reason I can not prepare the lessons, I feel restless (55)
- If I can not prepare well for school, I feel uncomfortable (66)
- If I'm in a bad mood, I concentrate on the study with difficulty (87)
- If I have any emotional problems (caused by bad relationships with others or with parents), I can not get engaged in the study (92)

A2 Volition

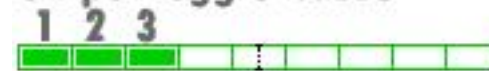
Can you manage school activities that require commitment, effort and concentration?

Can you complete the commitments and achieve the goals you have set yourself?

- Become aware of the difficulties you face in engaging in activities that require effort, commitment and constancy and try to recognize the causes to learn how to manage and control them.
- Protect your motivation from alternative solicitations and interests and from tiredness and frustration when faced with difficulties you may encounter.
- Review your attitude towards school and study in particular and reflect on the value you assign to the goals you set.



**Se hai ottenuto
un punteggio basso**





Volition

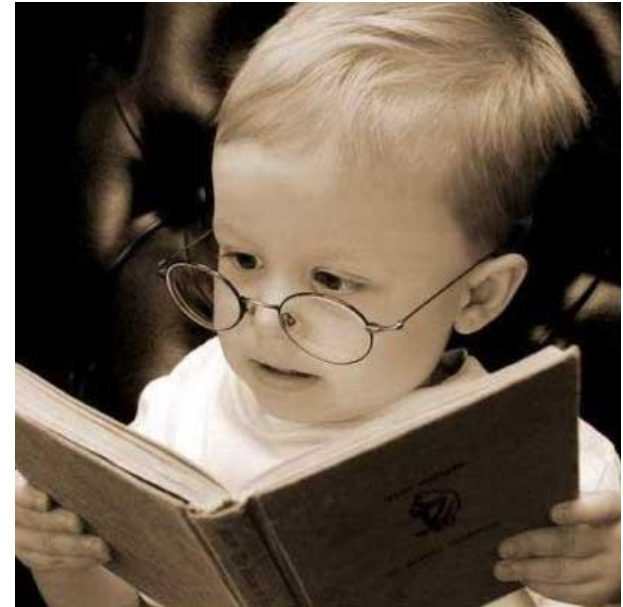
ITEM DEL QSA

- Even if a task is boring, I continue to do it until I've finished it (67)
- I commit myself seriously to achieve a good grade even when the subject does not like me (54)
 - When I meet a difficulty I try to overcome it, increasing my commitment and my concentration (95)
 - Faced with a demanding task, I feel encouraged to try harder (58)
 - When I have decided to do something, I can finish it even if it is difficult (70)
 - I go to school having done all my homework and studied all the lessons (49)
 - When for some reason I stay behind in school work, I try to fill the gap without the teacher making me do it (62)
 - It happens both at home and outside the home to talk with pleasure about the things I do at school (91)
 - I feel pleasure when I have to do a job that engage me (42)



lack of constancy

Do you have problems to be constant in studying and to complete the tasks assigned?



- *Try to activate reflection and analysis on the causes of the lack of perseverance that denotes a state of demotivation and identifies suitable cognitive and motivational study strategies.*

Se hai ottenuto
un punteggio alto
7 8 9





lack of constancy

ITEM DEL QSA

As soon as I meet the first difficulties, I abandon a job that has just begun (75)

- If I find that a specific topic requires time and effort, I do not even take it into consideration (61)

- Thinking about the things I have to learn, I find them too difficult (82)

- When I do not feel able to complete it, I happen to leave halfway a work already started (53)

- When I'm wrong, I think that this depends on external circumstances rather than my ability or my lack of commitment (76)



Attribution success/failure

You attribute the causes of your school success/failure to :



controllable factors,

For example

your commitment

or your effort?

**Se hai ottenuto
un punteggio basso**



***uncontrollable factors, generally
stable and not modifiable, such as
luck or easy questions
or difficult of the professor?***

**Se hai ottenuto
un punteggio alto**



*Become aware of the explanations you assign to successes and failures of yours and others.
Be aware that the ability to learn is given by a set of factors that are evolving, they are not
defined once and for all. With exercise and effort you can continually change these factors
Revise your idea of intelligence: move from a static and non-modifiable vision of your scholastic
abilities to a dynamic conception of intelligence, which can improve over time if you engage
constantly.*



Attribution to controllable factors

ITEM DEL QSA

I think that a person's ability depends on the constancy and the effort he puts into the study (83)

- I think that the ability to succeed at school depends on the commitment that everyone puts into studying with care (68)

- When I get to school, I think that depends on having studied a lot (5)

- When I'm fine with a question, I think I did well to study so hard (29)

When I fail in a task or a question I think the reason lies in the fact that I have not studied seriously (15)

- I think that the intelligence of a person can improve over time, if he engages seriously (73)

- I happen to think that if you work hard you can also grow your intelligence (94)



Attribution to uncontrollable factors

ITEM DEL QSA

- When I succeed, I think it depends on the fact that the work to be done was easy (51)
- When I go well in a question, I think the teacher was sympathetic and asked me easy questions (88)
- When I fail in a task or in a question I think I have been asked for something too difficult (24)
- When I'm fine with a question, I think that the teacher has asked me for something that I knew (10)
- I happen to think that school failures are fundamentally dependent on people's inability (47)
- I happen to think that the ability to succeed at school depends on the qualities of intelligence that one has (64)
- Although I work hard, it makes me think that in any case I can not become more intelligent (59)
- I happen to think that a person's intelligence is something that can not really change: it is a gift of nature (78)
-)



skills perception

Consider yourself **capable**
to succeed at school?
Think of being **responsible**
in completing
study commitments?

The perception you have of yourself is closely related to motivation and academic success. Always support the positive circle between the following elements: **responsibility towards the task - satisfaction with the performance of the task - self-esteem - perception of competence - strengthening awareness of one's own learning abilities - renewed responsibility towards a new higher task - and so on.**

Se hai ottenuto
un punteggio basso

1 2 3





skill perception

ITEM DEL QSA

When I succeed at school, I think it depends on the fact that I am a really capable person (39)

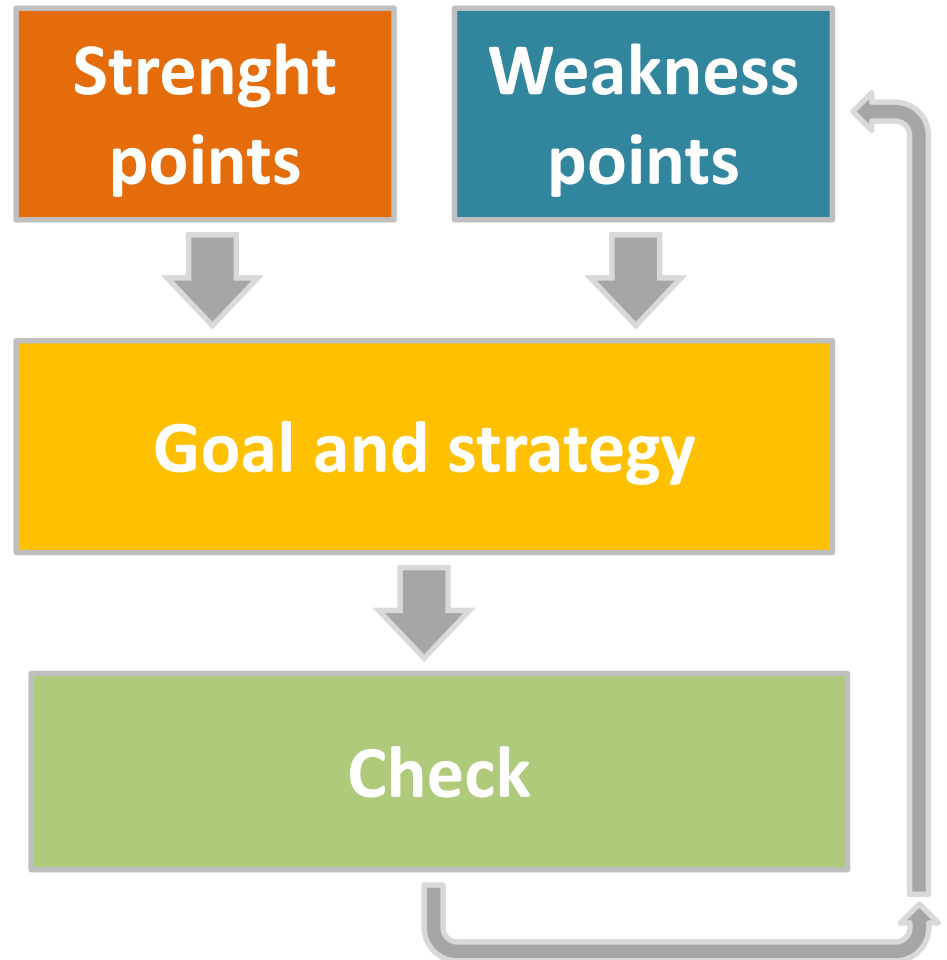
- When I'm fine with a question, I think I'm really smart (20)
- When I start doing a task in class, I am convinced I can do well (14)
- I feel sure I can get good marks (72)
- I happen to think that I am able to successfully complete my study commitments (16)
- If I am prepared, I am sure I can succeed in a task or in a question (93)

To be continued.....

1. Consider the results obtained to the QSA, compare with your teacher and identify your strengths and weaknesses

2. Choose a goal and a strategy to improve your strategic skills

3. Check if you have achieved your goal and propose a new goal





Erasmus+



ManCom



PROVINCIA DI PERUGIA

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**Thanks for your attention and
great success for future
cooperation!**

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