PLACE

People Leadership
in Assessment Competences
and Empowerment

2021-1-IT02-KA210-ADU-000029759 ERASMUS+
Key action 2 – Small scale partnership in adult education

↪ Toolkit for participants

PLACE

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Dear Participant

This toolkit is being developed within **People Leadership in Assessment Competences and Empowerment (PLACE)** an 18month European project funded by the **ERASMUS+** for the relative call Key Action 2 – Small-scale partnerships in adult education. The coordinator is **Irecoop Alto Adige Südtirol** in partnership with **RESET**, a Cypriot organisation.

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For information or doubts, please write to: info@irecoopbz.eu ↗ or visit the project website.

More information on the project can be found on the official website: www.peoplelearningplace.com ↗

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Before the exercise

→ You can choose to do it online or in person
→ The test will not influence the teacher's performance or assessment of the course
→ Ask the material to carry out the exercise (2 pens, at least 5 blank sheets of paper, the sheets from the toolkit with the exercises)
→ Put your name, surname, date and signature on the participant list sheet. If you carry out the exercise on-line, you can put your signature: digital signature, or automatic signature with Adobe Acrobat, you can do this by printing the form and sending it to the trainer by e-mail, put the photo of your signature in the "signature" box
→ If needed, you will receive a participant code, remember it and mark it at the beginning of each skill on the work-sheets.

During the exercise

→ Follow the instructions of the person administering the test
→ Note exactly what each exercise asks you to do
→ Stick to the timings
→ Ask for any clarifications or doubts you may have
→ The test taker cannot give you the solutions to the exercises or help you find them
→ Carry out the exercise on your own
→ The use of technological devices is not allowed

After the exercise

You will receive feedback, if you wish, with respect to the competence on which you did the exercise but before you have it.

Enjoy!

Problem Solving

→ Don’t forget to write down the participant code consisting of Letter-Letter-Number

1

Exercise N. 1
Time available: 20 minutes

This test is aimed at understanding your problem-solving skills, so I ask you to identify a past situation of yours in which you had to overcome a problem or challenge and in which you felt you were capable and/or were given credit for it, in whole or in part.

Briefly describe the situation, identifying the causes, the place/scenario (if any), the people involved, their roles, the obstacles, your role, how you were involved and how you felt at different times that led you to face the problem and then solve it.

Add everything you feel you should know about the situation and its resolution. Emphasize the process that enabled you to arrive at the solution to the problem, not just the description of the solution.

2

Exercise N. 2
Time available: 15 minutes

Below are 4 puzzles that are meant to test your ability to find solutions and at the same time train your problem solving skills. A tip: every now and then it can be useful to think outside the box. All the information you need to solve it is provided.

You can write your answer below the question, at the bottom of the page or by taking a separate blank sheet, remember to put the exercise number and your code.

→ Question Ⓐ
A gardener has to leave for a week's holiday during the summer but has to make arrangements to water his flowers, which would not survive the summer heat without receiving water at least twice a week. Where he lives, there is no one to help him and the gardener has no automatic watering system. Then he takes one action - just one - that makes him breathe a sigh of relief, packs his bags and leaves. When he returns, the flowers are as lush as ever. What action did he perform?

→ Question Ⓑ
A woman points to her daughter sitting next to her and says "This is Anna, my eldest daughter". "I am now four times older than her. In twenty years I will only be twice as old. How old am I now and how old is my daughter?"

→ Question Ⓒ
A man lives on the top floor of an apartment building. Every morning she takes the lift to the ground floor. When she returns, she can only travel halfway up the floors and uses the stairs the rest of the way, unless it rains. Why?

→ Question Ⓓ
There are three women and each has two daughters. They decide to go to the cinema but there are only eight seats left in the hall. They all manage to sit down anyway, each in one seat. How is this possible?

Critical Thinking

→ Don’t forget to write down the participant code consisting of Letter-Letter-Number

3

Exercise N. 3
Time available: 15 minutes

Below is a list of texts with which assertions are associated. For each assertion you have to assess whether it belongs to one of these categories by marking the corresponding letter:

Category	Details about the category
A	The assertion is logically consequential to the information contained in the text
B	The assertion is logically incorrect with respect to the information contained in the text
C	The assertion cannot be evaluated with the information contained in the text

The text examines your ability to identify the information in a text so, in choosing the category, **you must rely solely on the information in the proposed passage, even if it is inaccurate or wrong in relation to your personal knowledge.**

Text ①
The pet therapy

Pet therapy is therapy using companion animals and is used alongside traditional therapies and treatments already underway. It does not represent a therapy in itself, but is identified as a subsidiary intervention that helps, reinforces, enriches and co-ordinates traditional treatments and can be used on patients of any age and suffering from different pathologies with the aim of improving the individual's quality of life. A further purpose of these co-therapies is to integrate with normal therapeutic activities by facilitating the approach of the various medical and rehabilitation figures, especially in cases where the patient does not show spontaneous collaboration. The presence of an animal allows in many cases to consolidate the emotional relationship with the patient, favoring the patient-animal-doctor communication channel and stimulating an active participation of the subject himself.

This theory stems from a chance event. In 1953, Levinson was treating an autistic child undergoing several therapies, none of which resulted in any progress in his illness. One day, the child arrived at his session early. Dr Levinson was busy and sat the family in his office, forgetting to let his dog Jingles out. As soon as the dog saw the child, he walked towards him and started licking him. The little boy did not show any kind of fear or dread, in fact he was so won over by it that he began to stroke it gently. At the end of that encounter, the child expressed one of his few wishes up to that point in his life: to return to the psychiatrist's office to play with the dog again. Over time, the child continued to play with Jingles and this allowed the psychiatrist to enter the game, thus creating a relationship with his little patient. After this event, the psychiatrist developed the pet-oriented child psychotherapy theory.

Assertions:
→ 1. In the presence of a specific pathology, pet therapy is sufficient therapy to improve the individual's quality of life and state of health.
→ 2. In cases where the patient is uncooperative, pet therapy can support doctors in their treatment methods.
→ 3. In the 1950s, most cases of autism were treated through sessions with a medical specialist.
→ 4. Pet therapy promotes the consolidation of the patient-animal relationship.

1	2	3	4

Text ②
Climate change

In common usage, climate change describes global warming - the continuous increase in global average temperature - and its impact on the earth's climate system. Climate change, in a broader sense, also includes previous long-term changes in the earth's climate. The current increase in the average global temperature is faster than previous changes and is mainly caused by humans burning fossil fuels. The use of fossil fuels, deforestation and some agricultural and industrial practices increase greenhouse gases such as carbon dioxide and methane. Greenhouse gases absorb some of the heat that the Earth radiates after warming up from sunlight. The increase in these gases traps more heat near the Earth's surface, causing global warming. Due to climate change, deserts are expanding and

heat waves and wild fires are becoming more frequent. Increased warming in the Arctic has contributed to melting permafrost, retreating glaciers and loss of sea ice. Rapid environmental change in mountains, coral reefs and the Arctic is forcing many species to relocate or become extinct. Climate change threatens people with food and water shortages, increased flooding, extreme heat, increased disease and economic loss. Human migration and conflict may also be the consequence. The World Health Organisation (WHO) calls climate change the greatest threat to global health in the 21st century. Even if efforts to minimise future warming are successful, some effects will continue for centuries. These include rising sea levels and warmer, more acidic oceans.

Assertions:
→ 1. Higher temperatures are causing more intense storms, droughts and other extreme weather phenomena.
→ 2. Greenhouse gases generate some of the heat that the Earth radiates after warming up with sunlight.
→ 3. The World Health Organisation (WHO) calls agricultural and industrial practices the greatest threat to global health in the 21st century.
→ 4. Climate change is threatening the natural cycles of fauna and flora.

1	2	3	4

Text ③
Artificial intelligence

Artificial intelligence (or AI) is a discipline that studies whether and how intelligent computer systems can be created that can simulate the capacity and behaviour of human thought. Specific definitions can be given focusing either on the internal reasoning processes or on the external behaviour of the intelligent system and using as a measure of effectiveness either the similarity to human behaviour or to an ideal, so-called rational, behaviour.
Acting similarly to what humans do: the result of the operation performed by the intelligent system is indistinguishable from that performed by a human. Thinking in a manner analogous to that done by human beings: the process that leads the intelligent system to solve a problem follows that of a human. This approach is associated with cognitive science.

Thinking rationally: the process that leads the intelligent system to solve a problem is a formal process that follows logic. Acting rationally: the process that leads the intelligent system to solve the problem is one that allows it to achieve the best expected result given the information available. Artificial intelligence is a debated discipline among scientists and philosophers because it manifests ethical as well as theoretical and practical aspects. Stephen Hawking warned in 2014 about the dangers of artificial intelligence, considering it a threat to the survival of humanity.

Assertions:
→ 1. The capacity and behavior of human thinking can be emulated by intelligent computer systems
→ 2. An intelligent system is defined as one that is capable of solving a problem as efficiently as possible and thus of predicting with high probability events that have not yet occurred.
→ 3. Artificial intelligence bases its learning capacity on the use of mathematical algorithms.
→ 4. Stephen Hawking considers artificial intelligence to be a discipline that encompasses ethical, theoretical and practical aspects.

1	2	3	4

Text ④
The Colosseum

The Colosseum, originally known as the Flavian Amphitheatre, located in the centre of the city of Rome, is the largest Roman amphitheatre in the world and the most impressive monument of ancient Rome that has come down to us. Since 1980, it has been on the UNESCO World Heritage List and in 2007 it was also included among the New Seven Wonders of the World following a competition organised by the New Open World Corporation (NOWC). The amphitheatre was built in Flavian times and its construction was begun by Vespasian in 70 AD. The name 'Colosseum' did not spread until the Middle Ages. In ancient times it was used for gladiator shows and other public events (hunting shows, naval battles, re-enactments of famous battles and dramas based on classical mythology). No longer in use after the 6th century, the huge structure was reused over the centuries, even as a quarry. Today it is a symbol of the city of Rome and a major tourist attraction in the form of a regularly visited archaeological monument.

Assertions:
→ 1. The Colosseum has been listed as a World Heritage Site by the New Open World Corporation.
→ 2. Every year the Colosseum attracts millions of tourists from all over the world.
→ 3. In 70 A.D. When construction began, the name chosen for the structure was not Colosseum.
→ 4. From the 6th century the huge structure was reused over the centuries, also as a quarry.

1	2	3	4

→ Don’t forget to write down the participant code consisting of Letter-Letter-Number

4

Exercise N. 4 — Option Ⓐ
Time available: 15 minutes

You have 15 minutes to read the following text and write a summary. **The summary may not be more than 150 words, however the summary with as few words as possible and containing all the main information will be positively valued.**

Text ①
The boy who lived (Harry Potter and the Sorcerer's Stone)

He dashed back across the road, hurried up to his office, snapped at his secretary not to disturb him, seized his telephone, and had almost finished dialing his home number when he changed his mind. He put the receiver back down and stroked his mustache, thinking...no, he was being stupid. Potter wasn't such an unusual name. He was sure there were lots of people called Potter who had a son called Harry. Come to think of it, he wasn't even sure his nephew was called Harry. He'd never even seen the boy. It might have been Harvey. Or Harold. There was no point in worrying Mrs. Dursley; she always got so upset at any mention of her sister. He didn't blame her — if he'd had a sister like that...but all the same, those people in cloaks....

He found it a lot harder to concentrate on drills that afternoon and when he left the building at five o'clock, he was still so worried that he walked straight into someone just outside the door.

“Sorry,” he grunted, as the tiny old man stumbled and almost fell. It was a few seconds before Mr. Dursley realized that the man was wearing a violet cloak. He didn't seem at all upset at being almost knocked to the ground. On the contrary, his face split into a wide smile and he said in a squeaky voice that made passersby stare, “Don't be sorry, my dear sir, for nothing could upset me today! Rejoice, for You-Know-Who has gone at last! Even Muggles like yourself should be celebrating this happy, happy day!”

And the old man hugged Mr. Dursley around the middle and walked off.

Mr. Dursley stood rooted to the spot. He had been hugged by a complete stranger. He also thought he had been called a Muggle, whatever that was. He was rattled. He hurried to his car and set off for home, hoping he was imagining things, which he had never hoped before, because he didn't approve of imagination.

As he pulled into the driveway of number four, the first thing he saw — and it didn't improve his mood — was the tabby cat he'd spotted that morning. It was now sitting on his garden wall. He was sure it was the same one; it had the same markings around its eyes.

“Shoo!” said Mr. Dursley loudly.

The cat didn't move. It just gave him a stern look. Was this normal cat behavior? Mr. Dursley wondered. Trying to pull himself together, he let himself into the house. He was still determined not to mention anything to his wife.

Mrs. Dursley had had a nice, normal day. She told him over dinner all about Mrs. Next Door's problems with her daughter and how Dudley had learned a new word (“Won't!”). Mr. Dursley tried to act normally. When Dudley had been put to bed, he went into the living room in time to catch the last report on the evening news:

“And finally, bird-watchers everywhere have reported that the nation's owls have been behaving very unusually today. Although owls normally hunt at night and are hardly ever seen in daylight, there have been hundreds of sightings of these birds flying in every direction since sunrise. Experts are unable to explain why the owls have suddenly changed their sleeping pattern.” The newscaster allowed himself a grin. “Most mysterious. And now, over to Jim McGuffin with the weather. Going to be any more showers of owls tonight, Jim?”

“Well, Ted,” said the weatherman, “I don't know about that, but it's not only the owls that have been acting oddly today. Viewers as far apart as Kent, Yorkshire, and Dundee have been phoning in to tell me that instead of the rain I promised yesterday, they've had a downpour of shooting stars! Perhaps people have been celebrating Bonfire Night early — it's not until next week, folks! But I can promise a wet night tonight.”

Mr. Dursley sat frozen in his armchair. Shooting stars all over Britain? Owls flying by daylight? Mysterious people in cloaks all over the place? And a whisper, a whisper about the Potters....

Mrs. Dursley came into the living room carrying two cups of tea. It was no good. He'd have to say something to her. He cleared his throat nervously. “Er — Petunia, dear — you haven't heard from your sister lately, have you?”

As he had expected, Mrs. Dursley looked shocked and angry. After all, they normally pretended she didn't have a sister.

“No,” she said sharply. “Why?”

“Funny stuff on the news,” Mr. Dursley mumbled. “Owls...shooting stars...and there were a lot of funny-looking people in town today....”

“So?” snapped Mrs. Dursley.

“Well, I just thought...maybe...it was something to do with...you know...her crowd.”

→ Don’t forget to write down the participant code consisting of Letter-Letter-Number

4

Exercise N. 4 — Option Ⓑ
Time available: 10 minutes

You have 10 minutes to read the following text and write a summary. **The summary may not be more than 100 words, however the summary with the fewest words possible and containing all the main information will be valued.**

Text ②
How animals got their tails (African fairy tale)

There was a time, a long time ago, when the world had just begun, when the lion and the pig, the elephant and the hare, the dog and the cat and all the other animals did not have tails.

The lion, who was the king of all animals, realizing that their life was not easy, decided that something had to be done and ordered everyone to appear under the big tree near the pond.

«There will be the distribution of tails for whoever wants one», he said, roaring proudly.

On the appointed day, under the great tree there was a great shouting, roaring, squawking, whistling and hissing. The animals found tails of all kinds and colors, and everyone hurried to get one.

The lion, being the king, chose first. He took a shiny, gold-colored one, long and strong, with a stout dark bow at the bottom. He found her quite suited to him, magnificent and regal, and he thought she suited him very well.

The monkey found a long, elastic one. As soon as he put it on, he thought it was ideal to wrap around the branches and immediately ran to try it on the tree.

The horse chose a tail made of long hair, suited to his elegance and useful for chasing away the annoying insects that always buzzed around him.

The fox was initially in trouble, but searching he found just what he wanted: a thick and soft tail, very elegant, which gave her a lot.

The dog took a nimble, very mobile tail, and he thought he could shake it left and right whenever he was happy. And he discovered that he could also run after her, turning on himself.

The cat wanted a long, thin one, which ended in a cute wad of hair. - Nice - he thought - looks like a ball of yarn -.

The elephant, who could not make up his own mind, in the end was left with a small pigtail, with a few rough hairs at the bottom. - What a ridiculous tail - he snorted and from that moment he keeps his head down in shame, his trunk brushing the ground.

The pig grabbed a very funny curled pigtail and grunted gleefully.

«Dear animals, do you all have your tail?» - Roared the Lion King in his powerful voice.

«I don't ... I don't have it» - replied the sad and disappointed hare. But the queues were over.

«You will be left without», concluded the king.

The hare barely held back a tear.

Meanwhile the dog and the cat had begun to quarrel.

«My tail is more beautiful than yours», said the dog.

«That's not true, mine is more beautiful» - the cat replied defiantly.

«No!»

«Yes!»

At one point the dog lost his temper: he bit the cat's tail and tore off the pretty wad of hair. The cat climbed the tree and began to blow and protest, meowing loudly, but he just didn't think about getting off.

The hare then jumped and took the graceful was left on the ground to attach it to the bottom of his back. Then she jumped off satisfied, all in all a bit of a tail is better than nothing, right?

Mindful of that moment, when the dog and the cat meet, the cat hurries to find refuge in a tree where the dog will never be able to reach it.

Creative Thinking

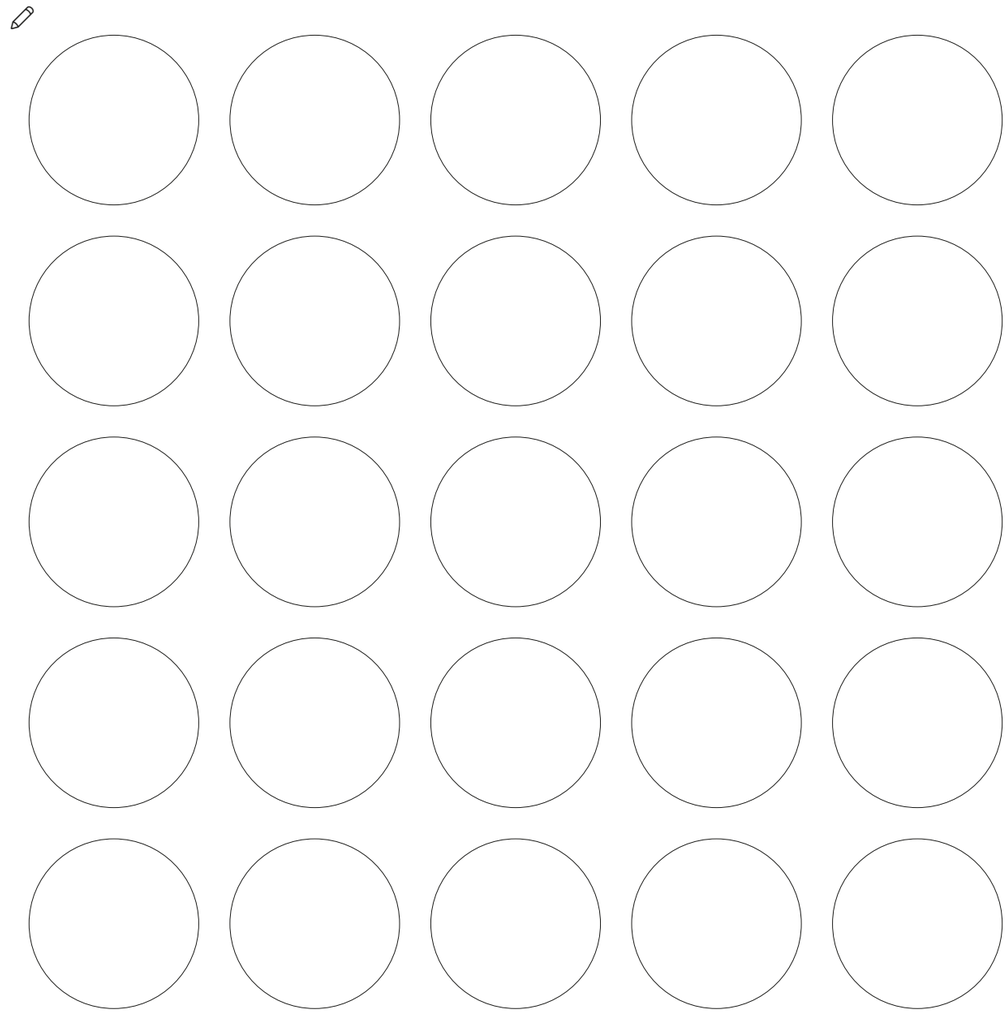
→ Don’t forget to write down the participant code consisting of Letter-Letter-Number

5

Exercise N. 5
Time available: 10 minutes

Draw 25 neat circles below or, if circles are already on the sheet, start creating shapes, objects, etc.

Multiple circles cannot be used to create a new figure. Each circle is unique.
You may draw inside and outside the circle, but the circle must still be an integral part of your composition. Originality, number of drawings and details are rewarded.



→ Don’t forget to write down the participant code consisting of Letter-Letter-Number

6

Exercise N. 6
Time available: 10 minutes

Invent and list the greatest number of alternative uses you could make of a red bic pen.
The number of alternative uses found will be rewarded. Alternative uses of the indicated object (red BIC pen) means uses which do not include e.g. writing, underlining, correcting ...

Individual Assessment

At the conclusion of the tests comes the time to add up the scores and identify the profile to be associated by competency. It is advisable to always give feedback to the candidate later than the performance of the tests.

Problem Solving profile

Exercise ①	Exercise ②	Total

Scores

↪ (0 – 2) Weak
makes mistakes with high frequency, even the same ones and on a periodic basis; choices and decisions are made without a defined method and lack effectiveness; fails to outline effective solutions and strategies on time; does not hold a comprehensive view of the relevant events and causes of a problem; does not show particular curiosity for different points of view and has difficulty adjusting its approach according to the context and situations presented.

↪ (3 – 4) Emerging
uses synthesis sufficiently well to locate information, sometimes in a partial way; can provide fairly accurate and consistent evaluations; identifies partially effective solutions, but without strictly identifying repeatable procedures and practices; possesses basic knowledge of problem solving and achieves sufficiently good results.

↪ (5 – 6) Practitioner
within the given time is able to identify the basic elements for the development of a well-formulated strategy that includes logical and clear steps; can organize information adequately and coherently to come up with solutions that include both a general and specific view of the problem; examines the effects and consequences of one's ideas and prepared actions; is able to develop alternative solutions; can provide accurate and coherent evaluations from even partially known elements.

↪ (7 – 8) Competent
understands problem details and breaks down more complex elements into smaller manageable units; uses in problem solving and identification, knowledge and skills learned in other contexts, adapting them consistently, or referring to the expertise of others; can transform complex ideas into effective action plans

Critical Thinking profile

Exercise ③	Exercise ④	Total

Scores

↪ (0 – 2) Weak
has difficulty understanding the meaning of messages in written form; interprets content incorrectly; makes connections that are not completely logical between the elements presented; has difficulty identifying the reasons for what is happening or unconsciously uses his own preconceptions without identifying the logical consequences or interactions they may have.

↪ (3 – 4) Emerging
sufficiently understands the meaning of content in written form; identifies the most immediate logical connections; can work out interactions between simple concepts and identifies the main useful information in a text.

↪ (5 – 6) Practitioner
understands meanings of messages clearly and completely; correctly interprets content and makes logical connections; develops correct inferences between proposed and consequent elements.

↪ (7 – 8) Competent
understands clearly and completely even complex information, managing to elaborate connections and logical consequences arising from the various elements provided; can elaborate and interpret fully and comprehensively the interactions between events and concepts, deriving causes and implications.

Creative Thinking profile

Exercise ⑤	Exercise ⑥	Total

Scores

↪ (0 – 2) Weak
the ideas produced are limited and tend to be the same; alternatives or elements that could be changed or have a different meaning than what is already evident are not considered; has little or limited ability to process ideas and the elements that constitute an activity, concept, or idea.

↪ (3 – 4) Emerging
formulates a small number of ideas with different variations from the main theme; mainly performs a revisiting of the same idea or activity, rather than coming up with new or innovative ones; the ideas presented have a predominantly practical aspect, often conventional or obvious and that they/they are familiar with anyway; elaborates their idea but without a thorough evaluation of the motivations or effects in relation to the objectives and consistency with them.+

↪ (5 – 6) Practitioner
is able to change perspectives to evaluate the problem or tasks from different angles; proposes many ideas and well distinguished from each other; concepts developed are constructed in a manner consistent with the objectives; is stimulated to identify alternative solutions; demonstrates the ability to experiment and manipulate or make synthesis of concepts and elements inherent in tasks or a process.

↪ (7 – 8) Competent
experiments with different ideas, even the most unlikely ones; voluntarily seeks new perspectives and to question the actual limitations of a task or situation to develop original ideas and new possibilities; has a flexible mind that allows them to combine and manipulate elements of the task or process, even to rethink the task or process differently; the ideas developed are original and include concepts unfamiliar to them or far removed from their original context; the ideas are coherent, flowing, well-processed and effective.

Group Assessment

What comes to emerge from the test results are indicative, non absolutist assessments and should be monitored throughout the course. We are talking about a toolkit, lasting about an hour, which takes into consideration the abilities of the participant(s) at a specific time. These considerations obtained, therefore, should not replace what is then shown in the practice of developing and deepening the training relationship.

The toolkit creates an interpretive track of the learning process and is a first step aimed at improving the learning experience and facilitating success in learning acquisition. The goal is not to create homogeneity of approach, as learners are more successful when challenged differentially, but to develop balanced and agile learning environments.

PLACE's job is to give reading tools to staff, who are involved in training in various capacities, so that they can build activities and interventions that consider the peculiarities of individuals to the benefit of the group learning experience, succeeding in creating an environment that is challenging and never frustrating. It is therefore advisable, in creating the groups, to take full advantage of the different qualities of the participants, in configurations that associate people with complementary characteristics and designing activities that can benefit, alternately or inclusively, all approaches while avoiding polarized clusters. In addition, it will be useful, in parallel, to introduce exercises that test for deficiencies useful for developing in/in the participant suitable strategies for improving specific competence.

↪ Suggestions

In case of values between tools belonging to the same competencies with high variance, it is misleading to make a simple sum of the values, but it is to be associated with a specific differentiation in learning style. In the case of the competency "creative thinking," the first tool is associated with an approach strongly related to the use of images, the second tool with a verbal approach.

Ex: Carlo scored 1 out of 4 points in coping with the test present in tool 1 and a result of 3 out of 4 points in tool 2. This can only indicate that Carlo has an easier time showing his "creative thinking" competence when he has to formulate original and uncommon ideas, extend and apply new ideas and concepts, in cases where a similar activity to the tool is required (e.g., the use of images).

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Key action 2 – Small scale partnership in adult education