



# E.S.S.E.N.C.E. TOOL

Entrepreneurial Skills In Schools Education  
Nurturing Citizenship And Entrepreneurship



**Agrupamento de  
Escolas nº1 de Beja**

ES Diogo de Gouveia | EB Santa Maria | EB Santiago Maior



**Erasmus+**



# Outline

## Contents

- Introduction
- Installation
- Key concepts
- Tutorial

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# Introduction

*What is the E.S.S.E.N.C.E. tool and why am I interested?*



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# Introduction

## Targets of the E.S.S.E.N.C.E. project

- Essence Project provides a tool for easing the evaluation of transversal skills such as critical thinking, creativity and initiative.
  - Help the student in acquiring/evaluating the entrepreneurial competences.
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# Introduction

## Specific objective of this session

- Learn to use the digital tool for the assessment and self-assessment activities.



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# Installation

*Where can I use the E.S.S.E.N.C.E tool?*



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# Installation

There are two ways to use the app

- Web-App
  - Desktop application
-

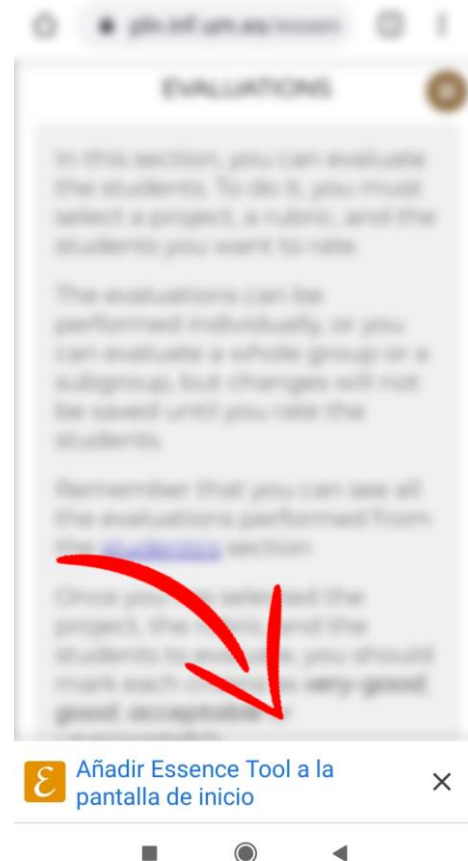


# Installation

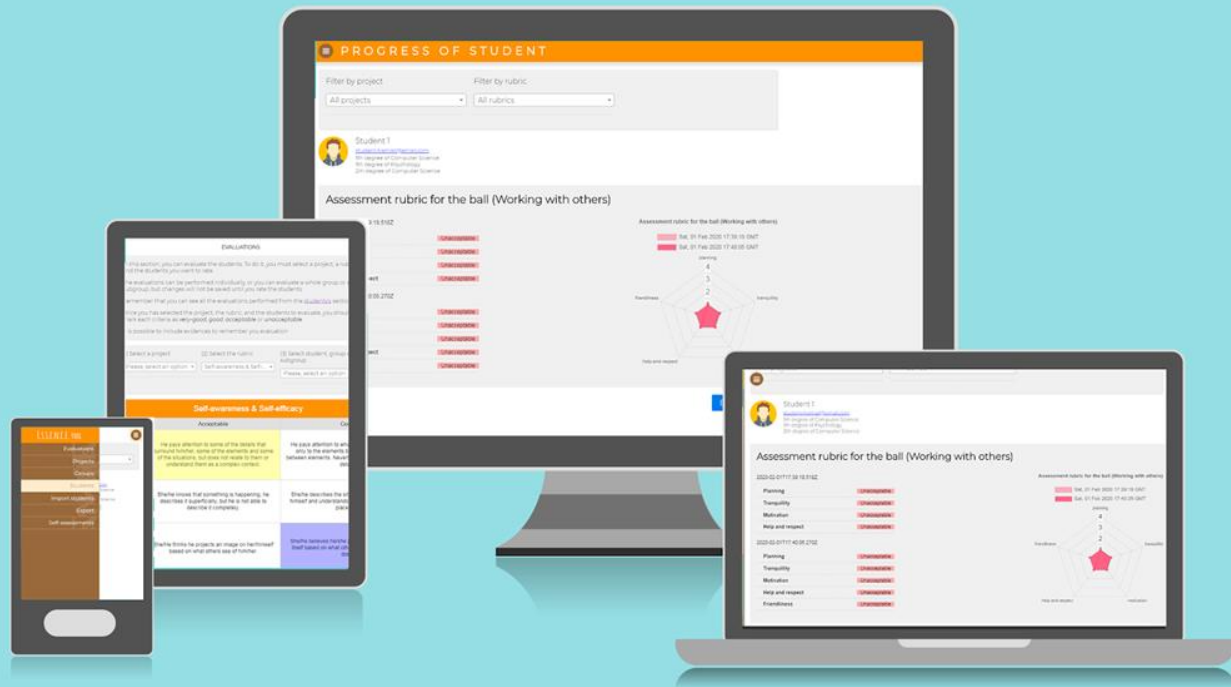
## Web-App

<https://pln.inf.um.es/essence/>

First time the web is open, the browser will suggest you to add it to your home screen.









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# Installation

## Desktop application

- You can install **E.S.S.E.N.C.E. tool** in your desktop computer.
  - Available versions:  
<https://pln.inf.um.es/essence/dist/essence-win.zip>  
<https://pln.inf.um.es/essence/dist/essence-linux.zip>
-



## PROGRESS OF STUDENT

Filter by project

All projects

Filter by rubric

All rubrics



Student 1

[student-1-email@email.com](mailto:student-1-email@email.com)

2th degree of Computer Science

## Assessment rubric for the ball (Working with others)

Tue Feb 18 2020 18:15:54 GMT+0100 (Hora estándar romance)

Planning	Very good
Tranquility	Very good
Motivation	Very good
Help and respect	Very good
Friendliness	Very good

## Assessment rubric for the ball (Working with others)

Tue, 18 Feb 2020 17:15:54 GMT



Export results

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# Key concepts

*Things you must know before using the tool*

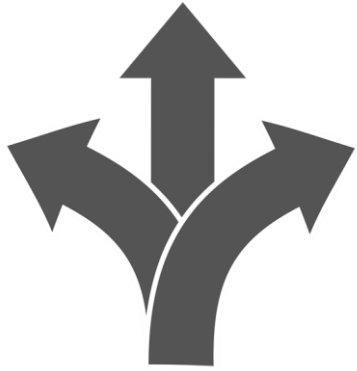
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# Key concepts



## Where does your data lives?

- Essence Tool does not use a central database.
  - **All your data is stored locally in your browser.**
  - But you can share your data between your devices by exporting or importing.
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# Key concepts

## E.S.S.E.N.C.E. tool is flexible

- It allows to organise evaluations within **projects**.
  - It allows to organise your sessions in **groups** and **subgroups**.
  - Advance users can extend the tool to include other rubrics and self-assessments.
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# Key concepts



## Self-Assessments

- EssenceAPP eases the students for performing an auto-evaluation of their competences.
  - The results are calculated automatically and can be downloaded per student.
  - You can share the following link among your students:  
<https://pln.inf.um.es/essence/#assessment>
-

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# Tutorial

*Ok. Let's start doing things.*



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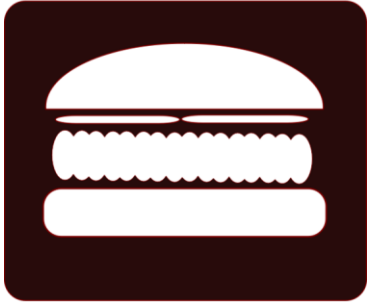
# Tutorial

## Open it

Open the tool in your favorite browser.

<https://pln.inf.um.es/essence/>

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# Tutorial



## Translations

The tool will search automatically if there is an available translation based on the language in which browser is configured.

- If there is no translation available, the tool will be in English.
-

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# Tutorial



## Available translations (1/2)

TIP: You can set the language manually.

- English  
<https://pln.inf.um.es/essence/#set-locale/en-en>
  - Portuguese  
<https://pln.inf.um.es/essence/#set-locale/pt-pt>
  - Italian  
<https://pln.inf.um.es/essence/#set-locale/it-it>
-

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# Tutorial

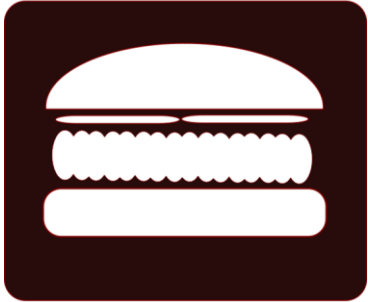


## Available translations (2/2)

- **Swedish**  
<https://pln.inf.um.es/essence/#set-locale/se-se>
  - **Finnish**  
<https://pln.inf.um.es/essence/#set-locale/fi-fi>
  - **Polish**  
<https://pln.inf.um.es/essence/#set-locale/pl-pl>
  - **Turkish**  
<https://pln.inf.um.es/essence/#set-locale/tr-tr>
-

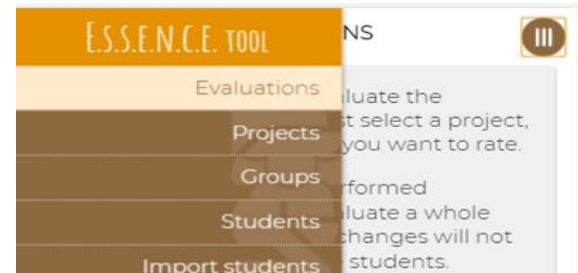
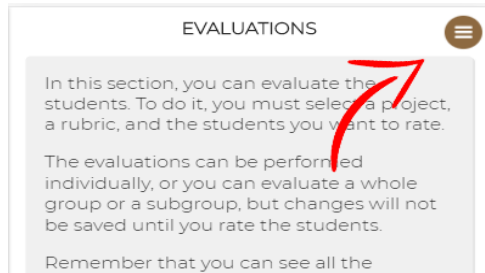
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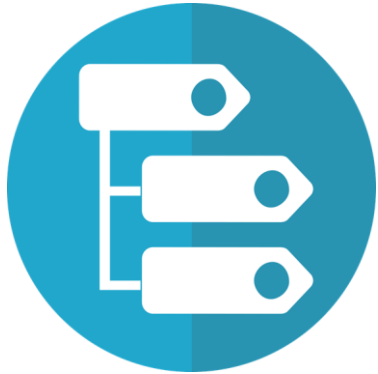
# Tutorial



## Get used to the navigation

- E.S.S.E.N.C.E. tool is organised in sections.
- There is a menu on the upper-right corner in mobile or upper-left corner in desktop computers.

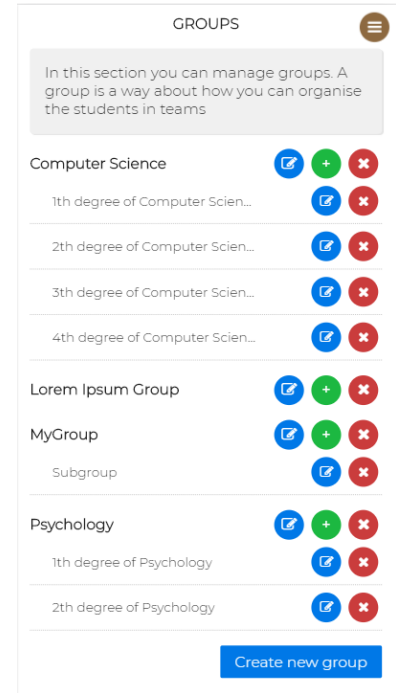




# Tutorial

## (1) Groups and subgroups

- Groups and subgroups allow you to organise your students.
- Groups and subgroups allow to rate multiple students at once.
- There are some pre-built groups and subgroups loaded for this tutorial in the app.



## GROUPS

In this section you can manage groups. A group is a way about how you can organise the students in teams

### Computer Science



1th degree of Computer Science



2th degree of Computer Science



3th degree of Computer Science



4th degree of Computer Science



### Psychology



1th degree of Psychology



2th degree of Psychology



Create new group

This is the “Groups” section

## GROUPS

In this section you can manage groups. A group is a way about how you can organise the students in teams

### Computer Science

1th degree of Computer Science

2th degree of Computer Science

3th degree of Computer Science

4th degree of Computer Science

### Psychology

1th degree of Psychology

2th degree of Psychology

Create new group

These are the preloaded groups and subgroups



## GROUPS

In this section you can manage groups. A group is a way about how you can organise the students in teams

### Computer Science



1th degree of Computer Science



2th degree of Computer Science



3th degree of Computer Science



4th degree of Computer Science



### Psychology



1th degree of Psychology



2th degree of Psychology



Create new group

Clicking this button you can create a new group

GROUPS

In this section you can manage groups. A group is a way about how you can organise the students in teams

Computer Science

1th degree of Computer Science

2th degree of Computer Science

3th degree of Computer Science

4th degree of Computer Science

Psychology

1th degree of Psychology

2th degree of Psychology

Create new group

Please, type the name of the group

CANCEL

OK

Enter the name of the new group and click “OK”

## GROUPS

In this section you can manage groups. A group is a way about how you can organise the students in teams

Biology



Computer Science



1th degree of Computer Science



2th degree of Computer Science



3th degree of Computer Science



4th degree of Computer Science



Psychology



1th degree of Psychology



2th degree of Psychology



Your new group appears alphabetically sorted

## GROUPS

In this section you can manage groups. A group is a way about how you can organise the students in teams

### Biology



### Computer Science

1th degree of Computer Science



2th degree of Computer Science



3th degree of Computer Science



4th degree of Computer Science



### Psychology



1th degree of Psychology



2th degree of Psychology



The actions are in the right. You can edit the name, add subgroups or delete it.

GROUPS

In this section you can manage groups. A group is a way about how you can organise the students in teams

Biology

+

×

Computer Science

+

×

1th degree of Computer Science

×

2th degree of Computer Science

×

3th degree of Computer Science

×

4th degree of Computer Science

×

Psychology

+

×

1th degree of Psychology

×

2th degree of Psychology

×

Please, type the name of the new subgroup

CANCEL

OK

Let's create some subgroups. Click the green button and enter the name

## GROUPS

In this section you can manage groups. A group is a way about how you can organise the students in teams

### Biology

1th degree of Biology



### Computer Science

1th degree of Computer Science

2th degree of Computer Science

3th degree of Computer Science

4th degree of Computer Science



### Psychology

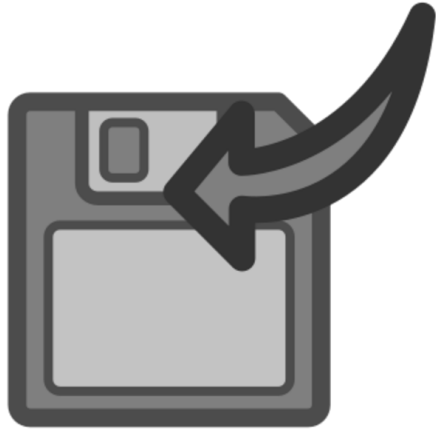
1th degree of Psychology



The new subgroup is added to the platform

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# Tutorial



## (2) Import students

- Students can be imported automatically.
  - Students must be linked to a group / subgroup.
  - There are two available templates
    - Microsoft Excel
    - CSV (Comma Separated Values)
-

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# Tutorial



## (2) Import students

- **TIP:** You can use the following link to download a CSV with random students for this tutorial

<https://pln.inf.um.es/essence/scripts/generate-fake-students-data>

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## IMPORT STUDENTS

In this section you will be able to import a list of students and assign them automatically to a group. Notice that the students can only be included once, but they can belong to many groups. So, if you want to have the same students to many groups, import them again but selecting another group.

You can download a template to load your students [here](#) ([Microsoft Excel](#))

**Step 1.** Select the group or create a new one

Please, select an option



**Step 2.** Submit a file with the students

 Select a file

Submit

Let's open the "Import Students" section



## IMPORT STUDENTS

In this section you will be able to import a list of students and assign them automatically to a group. Notice that the students can only be included once, but they can belong to many groups. So, if you want to have the same students to many groups, import them again but selecting another group.

You can download a template to load your students [here \(Microsoft Excel\)](#)

**Step 1.** Select the group or create a new one

Please, select an option



**Step 2.** Submit a file with the students

 Select a file

Submit

You can use these links to download the templates

Archivo Inicio Insertar Diseño de página Fórmulas Datos Revisar Vista Ayuda Buscar

Portapapeles Fuente Alineación Número

Calibri 11 A A N K S Fuente Alineación General Número

Formato condicional Dar formato como tabla Normal Celda de co...

E11

	A	B	C	D	E	F	G	H	I	J	K
1	name	email									
2	Student 1	student-1-email@email.com									
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Templates are something like this...



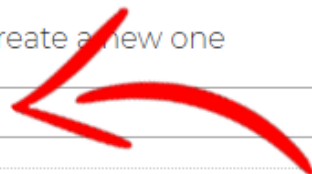
## IMPORT STUDENTS

In this section you will be able to import a list of students and assign them automatically to a group. Notice that the students can only be included once, but they can belong to many groups. So, if you want to have the same students to many groups, import them again but selecting another group.

You can download a template to load your students [here \(Microsoft Excel\)](#)

**Step 1.** Select the group or create a new one

Please, select an option



**Step 2.** Submit a file with the students

 Select a file

Submit

Select the group/subgroup where the students will belong



## IMPORT STUDENTS

In this section you will be able to import a list of students and assign them automatically to a group. Notice that the students can only be included once, but they can belong to many groups. So, if you want to have the same students to many groups, import them again but selecting another group.

You can download a template to load your students [here](#) ([Microsoft Excel](#))

**Step 1.** Select the group or create a new one

Please, select an option

**Step 2.** Submit a file with the students

 Select a file

Submit

Then, upload your file with the students



## IMPORT STUDENTS

In this section you will be able to import a list of students and assign them automatically to a group. Notice that the students can only be included once, but they can belong to many groups. So, if you want to have the same students to many groups, import them again but selecting another group.

You can download a template to load your students [here](#) ([Microsoft Excel](#))

**Step 1.** Select the group or create a new one

Please, select an option



**Step 2.** Submit a file with the students

 Select a file



Submit

And click “Submit”



## IMPORT STUDENTS

In this section you will be able to import a list of students and assign them automatically to a group. Notice that the students can only be included once, but they can belong to many groups. So, if you want to have the same students to many groups, import them again but selecting another group.

You can download a template to load your students [here](#) (Microsoft Excel)

**Step 1.** Select the group or create a new one

Please, select an option

**Step 2.** Submit a file with the students

Select a file

Submit

300 of 300 students were successfully added to '1th degree of Computer Science'

OK

The results will show up

## STUDENTS

Group

1th degree of Computer Science



Abby Mills IV

[gjakubowski@fisher.org](mailto:gjakubowski@fisher.org)

1th degree of Computer Science

View progress

Edit



Abel Lakin

[strosin.dorian@hotmail.com](mailto:strosin.dorian@hotmail.com)

1th degree of Computer Science

View progress

Edit



Adah Rutherford

[sabshire@rice.com](mailto:sabshire@rice.com)

1th degree of Computer Science

View progress

Edit



Adeline Jacobs

[crooks.general@wilderman.com](mailto:crooks.general@wilderman.com)

1th degree of Computer Science

View progress

Edit



Alda Stanton

[elowe@gmail.com](mailto:elowe@gmail.com)

1th degree of Computer Science

View progress

Edit



Alexandro Torp

[goyette.kameron@schultz.org](mailto:goyette.kameron@schultz.org)

1th degree of Computer Science

View progress

Edit



Alivia Braun PhD

[kleuschke@erdman.com](mailto:kleuschke@erdman.com)

1th degree of Computer Science

View progress

Edit



Amanda Beier

[rieuschke@yahoo.com](mailto:rieuschke@yahoo.com)

1th degree of Computer Science

View progress

Edit



Angie Raynor

[gabshire@gmail.com](mailto:gabshire@gmail.com)

1th degree of Computer Science

View progress

Edit



Aniyah Nolan

[jacobs.astrid@gmail.com](mailto:jacobs.astrid@gmail.com)

1th degree of Computer Science

View progress

Edit



Annabel Rogahn

[harber.dominique@koelpin.biz](mailto:harber.dominique@koelpin.biz)

1th degree of Computer Science

View progress

Edit



Antonina Hauck Sr.

[tillman.woodrow@harris.com](mailto:tillman.woodrow@harris.com)

1th degree of Computer Science

View progress

Edit

And the students are loaded in the platform



---

# Tutorial

## (3) Projects

- A project is a handy way you can organise your evaluations.
- There is a *default\_project*.
- Projects may include a description.



## PROJECTS

In this section you can manage projects. A project is a handy way you can organise your evaluations.

Search your project

Please, select an option

Name

Please, enter the new of your project

Description

Please, write a short description about your project

Submit

Enter in the “Projects” section



## PROJECTS

In this section you can manage projects. A project is a handy way you can organise your evaluations.

Search your project

Please, select an option

Name

Please, enter the new of your project

Description

Please, write a short description about your project

Submit

In the dropdown menu you can select your projects

≡

PROJECTS

In this section you can manage projects. A project is a handy way you can organise your evaluations.

Search your project

Default project

... or create a new one

Name

Default project

Description

This is the default project of Essence. Feel free to modify it to your needs.

Submit

✕ Delete selected projects

Select the **default project** and see its name and description

PROJECTS

In this section you can manage projects. A project is a handy way you can organise your evaluations.

Search your project

Default project

... or create a new one

Name

Default project


Description

This is the default project of Essence. Feel free to modify it to your needs.

Submit

✕ Delete selected projects

You can modify its name and description and update it

 PROJECTS

In this section you can manage projects. A project is a handy way you can organise your evaluations.

Search your project

Default project

... or create a new one

Name

Default project

Description

This is the default project of Essence. Feel free to modify it to your needs.

Submit

✕ Delete selected projects

You can also create as many projects as you want

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# Tutorial



## (4) Performing evaluations

- Evaluations are binded to projects.
  - Each evaluation is binded to a rubric
  - You can rate students individually or by groups.
  - Each criteria can be rated as **very-good**, **good**, **acceptable** or **unacceptable**.
  - It is possible to include evidences to remember you evaluation.
-

## ☰ EVALUATIONS

In this section, you can evaluate the students. To do it, you must select a project, a rubric, and the students you want to rate.

The evaluations can be performed individually, or you can evaluate a whole group or a subgroup, but changes will not be saved until you rate the students.

Remember that you can see all the evaluations performed from the [students's](#) section

Once you has selected the project, the rubric, and the students to evaluate, you should mark each criteria as *very-good*, *good*, *acceptable* or *unacceptable*

It is possible to include evidences to remember you evaluation

(1) Select a project

Please, select an option ▼

(2) Select the rubric

Please, select an option ▼

(3) Select student, group or subgroup

Please, select an option ▼

Save evaluations

Enter in the evaluation section



## ☰ EVALUATIONS

In this section, you can evaluate the students. To do it, you must select a project, a rubric, and the students you want to rate.

The evaluations can be performed individually, or you can evaluate a whole group or a subgroup, but changes will not be saved until you rate the students.

Remember that you can see all the evaluations performed from the [students's](#) section

Once you has selected the project, the rubric, and the students to evaluate, you should mark each criteria as *very-good*, *good*, *acceptable* or *unacceptable*

It is possible to include evidences to remember you evaluation

(1) Select a project

Please, select an option ▼

(2) Select the rubric

Please, select an option ▼

(3) Select student, group or subgroup

Please, select an option ▼

Save evaluations

An evaluation is always related to a project



## EVALUATIONS

In this section, you can evaluate the students. To do it, you must select a project, a rubric, and the students you want to rate.

The evaluations can be performed individually, or you can evaluate a whole group or a subgroup, but changes will not be saved until you rate the students.

Remember that you can see all the evaluations performed from the [students's](#) section

Once you has selected the project, the rubric, and the students to evaluate, you should mark each criteria as *very-good*, *good*, *acceptable* or *unacceptable*

It is possible to include evidences to remember your evaluation

(1) Select a project

Please, select an option ▼

(2) Select the rubric

Please, select an option ▼

(3) Select student, group or subgroup

Please, select an option ▼

Save evaluations

Then, you need to select a rubric

## EVALUATIONS

In this section, you can evaluate the students. To do it, you must select a project, a rubric, and the students you want to rate.

The evaluations can be performed individually, or you can evaluate a whole group or a subgroup, but changes will not be saved until you rate the students.

Remember that you can see all the evaluations performed from the [students's](#) section

Once you has selected the project, the rubric, and the students to evaluate, you should mark each criteria as *very-good*, *good*, *acceptable* or *unacceptable*

It is possible to include evidences to remember you evaluation

(1) Select a project

Please, select an option

(2) Select the rubric

Assessment rubric for the hall (W...

(3) Select student, group or subgroup

Please, select an option

Please, select an option

Biology

Include all subgroups

1st degree of Biology

Criteria

Unacceptable

And select the students / whole group / or subgroup to rate

## Assessment rubric for the ball (Working with others)

Criteria	Unacceptable	Acceptable	Good	Very good
<b>Planning</b>	Does not participate in planning goals and boycotts decisions made by peers.	Does not participate in goal planning, but accepts the group's decision and follow the plan.	Participates in decision-making but does not make valuable proposals	Participate in planning by making valuable proposals and making reasoned decisions
<b>Tranquillity</b>	You have difficulty keeping calm in the face of difficulties as well as asking for help or accepting the help you are given.	Keeps calm in the face of difficulties and asks for help or examples.	He has difficulty keeping calm in the face of difficulties but ends up finding solutions.	Remains calm in the face of difficulties in performing a sequence of activities and finds alternative solutions.
<b>Motivation</b>	Their low motivation causes problems in the group.	You need support from your group or teachers to maintain motivation towards the activity.	Start the activity highly motivated but have difficulty maintaining it throughout the course of the activity.	Maintains motivation towards the activity from the first moment to the last.

The selected rubric appears as a grid

## Assessment rubric for the ball (Working with others)

Criteria	Unacceptable	Acceptable	Good	Very good
<b>Planning</b>	Does not participate in planning goals and boycotts decisions made by peers.	Does not participate in goal planning, but accepts the group's decision and follow the plan.	Participates in decision-making but does not make valuable proposals	Participate in planning by making valuable proposals and making reasoned decisions
<b>Tranquillity</b>	You have difficulty keeping calm in the face of difficulties as well as asking for help or accepting the help you are given.	Keeps calm in the face of difficulties and asks for help or examples.	He has difficulty keeping calm in the face of difficulties but ends up finding solutions.	Remains calm in the face of difficulties in performing a sequence of activities and finds alternative solutions.
<b>Motivation</b>	Their low motivation causes problems in the group.	You need support from your group or teachers to maintain motivation towards the activity.	Start the activity highly motivated but have difficulty maintaining it throughout the course of the activity.	Maintains motivation towards the activity from the first moment to the last.

You can select any options by tapping on it.

## Assessment rubric for the ball (Working with others)

Criteria	Unacceptable	Acceptable	Good	Very good
<div> <span>✕</span> <span>✎</span> </div> <b>Planning</b>	Does not participate in planning goals and boycotts decisions made by peers.	Does not participate in goal planning, but accepts the group's decision and follow the plan.	Participates in decision-making but does not make valuable proposals	Participate in planning by making valuable proposals and making reasoned decisions
<b>Tranquillity</b>	You have difficulty keeping calm in the face of difficulties as well as asking for help or accepting the help you are given.	Keeps calm in the face of difficulties and asks for help or examples.	He has difficulty keeping calm in the face of difficulties but ends up finding solutions.	Remains calm in the face of difficulties in performing a sequence of activities and finds alternative solutions.
<b>Motivation</b>	Their low motivation causes problems in the group.	You need support from your group or teachers to maintain motivation towards the activity.	Start the activity highly motivated but have difficulty maintaining it throughout the course of the activity.	Maintains motivation towards the activity from the first moment to the last.

The “X” button on the left allows to clear your selection.

## Assessment rubric for the ball (Working with others)

Criteria	Unacceptable	Acceptable	Good	Very good
<div> <div>✕</div> <div>✎</div> </div> <b>Planning</b>	Does not participate in planning goals and boycotts decisions made by peers.	Does not participate in goal planning, but accepts the group's decision and follow the plan.	Participates in decision-making but does not make valuable proposals	Participate in planning by making valuable proposals and making reasoned decisions
Include any evidences you want to remember <div> <u>This is a textual evidence where I can type things I want to remember</u> </div>				
<b>Tranquillity</b>	You have difficulty keeping calm in the face of difficulties as well as asking for help or	Keeps calm in the face of difficulties and asks	He has difficulty keeping calm in the face of difficulties but ends up	Remains calm in the face of difficulties in performing a sequence

You can attach textual evidences



## EVALUATIONS

In this section, you can evaluate the students. To do it, you must select a project, a rubric, and the students you want to rate.

The evaluations can be performed individually, or you can evaluate a whole group or a subgroup, but changes will not be saved until you rate the students.

Remember that you can see all the evaluations performed from the [students's](#) section

Once you has selected the project, the rubric, and the students to evaluate, you should mark each criteria as *very-good*, *good*, *acceptable* or *unacceptable*

It is possible to include evidences to remember you evaluation

(1) Select a project

Please, select an option ▼

(2) Select the rubric

Please, select an option ▼

(3) Select student, group or subgroup

Please, select an option ▼

Save evaluations

You can change the filter to perform other evaluations in other group



Assessment rubric for the ball (Working with others)

Criteria	Unacceptable	Acceptable	Good	Very good
<div>✕ ✎</div> <div>Include evidences to this criteria</div> <div>Planning</div>	Does not participate in planning goals and boycotts decision made by peers.	Does not participate in goal planning, but	Participates in decision-making but does not	Participate in planning by making valuable proposals and making reasoned decisions
	Include any evidence <div>This is a textual</div>			
	You have difficulty			Remains calm in the

There are unsaved ratings. Are you sure to leave this page?

CANCEL OK

Anyway, if you click to another section, essence tool will notify you

<b>Help and respect</b>	It's individualistic. He doesn't recognize the work of his classmates. He ends up sheathing himself and not working with the group or making group work difficult.	Has difficulty recognizing the potential of peers and becomes angry at their limitations. tends more to individual work than to group work.	It takes advantage of the potentialities of others and respects their limitations although it does not do much to help them. He cares more about getting the job done than he cares about helping others.	Encourage other members of your group and recognize the work they do. Respect the limitations of others and help them to improve and learn from them.
<b>Friendliness</b>	When he disagrees with something, he gets angry and provokes conflicts instead of looking for alternative solutions. Ends up giving in.	When disagreeing, he gets angry and doesn't talk about it or look for alternatives, even though he/she continue working	Expresses disagreement with a peer, but does not suggest alternatives at first and/or uses inappropriate language. Ends up suggesting alternatives.	When you disagree don't agree with what a colleague does or says with a peer, you know how to give him or her suggest alternatives with correct and respectful language.

Save evaluations

Once the evaluations are finished, you can save the changes


---

# Tutorial




## (5) Students

- You can view and edit the imported students.
  - You can view the student progress.
-

 STUDENTS

Group  
All groups




Abby Mills IV

[ojakubowski@fisher.org](mailto:ojakubowski@fisher.org)

1th degree of Computer Science

View progress Edit




Abel Lakin

[strosin.dorian@hotmail.com](mailto:strosin.dorian@hotmail.com)

1th degree of Computer Science

View progress Edit




Abner Bahringer

[ustracke@gmail.com](mailto:ustracke@gmail.com)

2th degree of Psychology

View progress Edit




Adah Rutherford

[sabshire@rice.com](mailto:sabshire@rice.com)

1th degree of Computer Science

View progress Edit




Adalberto Turner

[west.demarcus@hotmail.com](mailto:west.demarcus@hotmail.com)

2th degree of Psychology

View progress Edit




Addison Lind

[myah.boyer@oulgowski.com](mailto:myah.boyer@oulgowski.com)

2th degree of Psychology

View progress Edit




Adeline Jacobs

[crooks.qeneral@wilderman.com](mailto:crooks.qeneral@wilderman.com)

1th degree of Computer Science

View progress Edit




Akeem Kutch

[valentina.marvin@weber.net](mailto:valentina.marvin@weber.net)

2th degree of Psychology

View progress Edit




Alda Stanton

[glowe@gmail.com](mailto:glowe@gmail.com)


1th degree of Computer Science

View progress Edit

Enter in the “Students” section

 STUDENTS

Group  
All groups




Abby Mills IV

[gjakubowski@fisher.org](mailto:gjakubowski@fisher.org)

1th degree of Computer Science

View progress

Edit




Abel Lakin

[strosin.dorian@hotmail.com](mailto:strosin.dorian@hotmail.com)

1th degree of Computer Science

View progress

Edit




Abner Bahringer

[ustracke@gmail.com](mailto:ustracke@gmail.com)

2th degree of Psychology

View progress

Edit




Adah Butnerford

[sabshire@ric.com](mailto:sabshire@ric.com)

1th degree of Computer Science

View progress

Edit




Adalberto Turner

[west.demarcus@hotmail.com](mailto:west.demarcus@hotmail.com)

2th degree of Psychology

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[myah.boyer@quigowski.com](mailto:myah.boyer@quigowski.com)

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View progress

Edit




Adeline Jacobs

[crooks.general@wilderman.com](mailto:crooks.general@wilderman.com)

1th degree of Computer Science

View progress

Edit




Akeem Kutch

[valentina.marvin@weber.net](mailto:valentina.marvin@weber.net)

2th degree of Psychology

View progress

Edit



Alda Stanton

[elowe@gmail.com](mailto:elowe@gmail.com)

1th degree of Computer Science

View progress

Edit

You can observe the progress of each student

# Self-awareness & Self-efficacy

Wed Feb 19 2020 23:37:41 GMT+0100 (hora estándar de Europa central)

[SELF-AWARENESS] Awareness of everything on its environment Unacceptable

[SELF-AWARENESS] Consciousness of what is happening. Unacceptable

[SELF-AWARENESS] Consciousness about the image she/he projects. Unacceptable

[SELF-AWARENESS] Consciousness of its inner feelings. Unacceptable

[SELF-EFFICACY] Confidence on handle obstacles and overcome them. Unacceptable

[SELF-EFFICACY] Confidence on having enough persistence to achieve goals. Unacceptable

[SELF-EFFICACY] Confidence on solving difficult problems Unacceptable

[SELF-EFFICACY] Confidence on overcoming opponents Unacceptable

## Self-awareness & Self-efficacy

Wed, 19 Feb 2020 22:37:41 GMT




The progress of each evaluation process will appear

## Vision. General Assessment

Wed Feb 19 2020 23:48:24 GMT+0100 (hora estándar de Europa central)

Number of ideas for the future  
imagined

 Unacceptable

Easy to imagine future ideas

This is an evidence for Zula

Novelty of ideas imagined

Unacceptable

Argumentation of ideas

Unacceptable

You can see the attached evidences

# Vision. General Assessment

Wed Feb 19 2020 23:48:24 GMT+0100 (hora estándar de Europa central)

Number of ideas for the future imagined

Unacceptable

Easy to imagine future ideas

Unacceptable

Novelty of ideas imagined

Unacceptable

Argumentation of ideas

Unacceptable

## Vision. General Assessment

Wed, 19 Feb 2020 22:48:24 GMT



Export results

You can download the results of the student



---

# Tutorial



## (6) Self-assessments

- Self-assessments allows to the students to see their progress by responding a set of questions.
  - Results are shown online and can be stored.
  - Results can be downloaded as plain files and open with several editors and word-processors.
  - **NOTE:** Self-Assessments are not stored in the application.
-



## SELF-ASSESSMENTS

This form can help to perform a self-assessment. It is suggested to repeat once/twice a year during your professional development.

First, introduce your full-name

Full name. Ex: John Doe

And a contact email. Just in case you want to send your results

Ex: john-doe@sample.com

### Vision

*I have an idea of a dreamjob.*

Yes

Yes, to a certain degree

No, not at all

Enter in the self-assessments section



## SELF-ASSESSMENTS

This form can help to perform a self-assessment. It is suggested to repeat once/twice during development.

First, introduce your full-name

Full name. Ex: John Doe

And a contact email. Just in case you want to send your results

Ex: john-doe@sample.com



### Vision

*I have an idea of a dreamjob.*

Yes

Yes, to a certain degree

No, not at all

Students must introduce their name and email

*I have a plan how to achieve my dreamjob.*

Yes

Yes, to a certain degree

No, not at all

*I can easily come up with new ideas.*

Yes

Yes, to a certain degree

No, not at all

*I can easily get others excited about my ideas.*

Yes

Yes, to a certain degree

No, not at all

*I can convince others that my vision is important.*

Yes

Yes, to a certain degree

No, not at all

Start answering questions

## Vision

### Working towards your vision of the future.

Visioning is a process, in which images of the desired future goals, objectives and outcomes act as motivators for the present action.

Imagination is the ability to produce and simulate new objects, peoples and ideas in the mind.

Thinking strategically is a way of looking at things and linking them together.

*Your score indicates that you could develop your abilities of visioning, imagination and strategic thinking.*

*You may have faced difficulties in producing and stimulating ideas, dreams or visions.*

*Strategic thinkers have high levels of critical thinking skills. They are also more observant and reflective than the average person.*

*Strategic talented thinkers create connections between ideas, plans and people that others fail to see.*

*You could give yourself a change to see those connections by giving yourself time to just to dream and think, without any interruption or devices. Let your mind to see those possibilities.*

*You can develop your imagination skills by doing some activities, for example -My dream profession.*



### Self awareness and self-efficacy

#### Believe in yourself and keep developing

Self-efficacy is one's belief in one's ability to succeed in specific situations or accomplish a task.

Self-efficacy in all forms influence one's thoughts, emotions, actions, and motivation.

One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges

People with high self-efficacy are more likely to make efforts to complete a task, and to persist longer in those efforts, than those with low self-efficacy.

*This feedback indicates how you recognize your strengths and generally feel about your ability to handle situations successfully.*

*Your score indicates*

*that you may have not recognized your strengths. You may also lack confidence about your ability to successfully handle situations.*

*You may feel challenging with sticking to your goals.*

*A good idea to build self-efficacy is to set goals reasonably and approach them one by one. Goals can be break down into smaller subgoals and work on achieving them one at a time, slowly and not over-stressing about results.*

*Remember also do things that you like to do, trying new things and facing challenges.*

*Be gracious to yourself by accepting failures and criticisms positively.*



Get the results online

## Working with others

### Team up, work together and network

Working with others is the ability to interact, cooperate, collaborate and manage conflicts with other people in order to complete tasks and achieve shared goals. This includes working with one other person, or working in small or large groups of people.

*Based on your responses you have good abilities in exchanging information and ideas with other team members and acknowledging others' ideas*

*Effectively working with others involves understanding and working within the group's culture, rules and schedules. It means joint planning and decision-making, negotiating and compromising.*

*It requires also being flexible in terms of roles including knowing when to take a leadership role and knowing when to seek a team approach.*

*When working in a team, everyone has the right in expressing opinions and ideas but also responsibility in respecting those of others, including people of differing backgrounds.*

*If you are having problems in your team, you are active in offering a solution for it.*

*You support and respect your team members. You remember, that a good team player knows how to have fun, but would never do it at someone else's expense.*



CANCEL

DOWNLOAD RESULTS

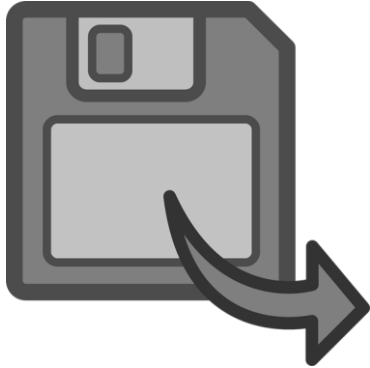
Students can download their results

feedback-my-email@example.com.txt - Word

Archivo Inicio Insertar Diseño Formato Referencias Correspondencia Revisar Vista Programador Zotero Ayuda Buscar

Cortar Copiar Copiar formato Portapapeles Fuente Párrafo Estilos Edición

Mon Feb 17 2020 23:00:49 GMT+0100 (hora estándar de Europa central)  
My name <my-email@example.com>  
>  
Vision  
-----  
Self awareness and self-efficacy  
-----  
Working with others
Vision  
-----  
1) I have an idea of a dreamjob.  
[X] Yes [ ] Yes, to a certain degree [ ] No, not at all  
2) I have a plan how to achieve my dreamjob.  
[ ] Yes [X] Yes, to a certain degree [ ] No, not at all  
3) I can easily come up with new ideas.  
[ ] Yes [X] Yes, to a certain degree [ ] No, not at all  
4) I can easily get others excited about my ideas.  
[ ] Yes [X] Yes, to a certain degree [ ] No, not at all  
5) I can convince others that my vision is important.  
[ ] Yes [X] Yes, to a certain degree [ ] No, not at all  
Self awareness and self-efficacy  
-----  
1) I am aware of my strengths.  
[ ] Yes [X] Yes, to a certain degree [ ] No, not at all



---

# Tutorial

## (7) Export / Import database

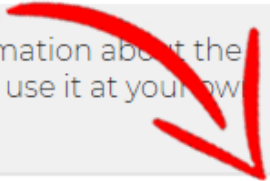
- It allows you to export all your data.
  - It can be used to transfer your data from one device to another.
-





## EXPORT

In this section you can export your database in a file. Note that this file will include confidential information about the students that can be protected according to the law. Please keep this information in a safe place and use it at your own risk.

[Export](#)

Enter in the Export Section and click “Export”

```

1  {
2    "projects": [
3      {
4        "name": "Default project",
5        "description": "This is the default project of Essence. Feel free to modify it to your needs.",
6        "id": 1
7      }
8    ],
9    "groups": [
10     {
11       "name": "Computer Science",
12       "slug": "computer-science",
13       "id": 1
14     },
15     {
16       "name": "Psychology",
17       "slug": "psychology",
18       "id": 2
19     },
20     {
21       "name": "Biology",
22       "slug": "biology",
23       "id": 4
24     }
25   ],
26   "subgroups": [
27     {
28       "name": "11th degree of Computer Science"

```

Database is exported as plain file



## RESTORE BACKUP

In this section you will be able to restore a back-up and Submit. Remember, all previously stored info will be lost

Submit your last restoration point

 Select a file

Submit

Enter in the Restore backup section



## RESTORE BACKUP

In this section you will be able to restore a back-up and Submit. Remember, all previously stored info will be lost

Submit your last restoration point

 Select a file

Submit


Submit your last backup file



## RESTORE BACKUP

In this section you will be able to restore a back-up and Submit. Remember, all previously stored info will be lost

Submit your last restoration point

 Select a file

Submit

...and click submit

