

ATS2020 - Assessment of Transversal Skills**D 2.1.4 Tools for and Functions of Assessment within
ATS2020**

Documentation of a WP2 ad hoc meeting, held in September 2015 in Ljubljana

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Author(s)/Editors	Compiled and edited by Andrea Ghoneim (DUK)
List of contributor(s)	Anastasia Economou, Borut Campelj, Petra Mikeln, Mateja Pinter, Barbara Hebrar, Suzana Plamenitas, Andrea Ghoneim, Gregor Anzelj, Oliver Zofic, Mitja Čepič Vogrinčič, Aivar Ots, Jarmo Viteli
Deliverable Manager	Andrea Ghoneim & Isabell Grundschober (DUK)
Deliverable Reviewer(s)	Dora Nousia & Spyros Christodoulou (CTI)
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Assessment of Transversal Skills 2020

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WP2 Essential partners ad hoc meeting 17./18.9.2015

Venue: ZRSS = National Education Institute, Ljubljana

NB: Highlighting in this text:

green: start of filename of presentation (saved in

https://ats2020.sharepoint.com/partners/Shared%20Documents/Work%20Packages_working_documents/WP2%20Technology%20and%20Tools/20150917fWP2workshop)

17.9.: 8:30-17:00

Participants onsite:

Projekt Assessment of Transversal Skills - ATS 2020			
Sestaneke/srečanje: WP2, Realization development			
Kraj: LJUBLJANA, ZRSS			
Datum: 17.9.2015			
Zap. St.	Ime in priimek	Organizacija	Podpis
1	GASPER CANKAR	NEC (Društvo up. celov. vzgoje)	Gasper Cankar
2	RADOVAN KRANEC	ZELE DE DLA	Radovan Kranec
3	ANDREA GHONEIM	DRAZETIC MARINA KOS	Andrea Ghoneim
4	ANASTASIA ECONOMOU	UTRALE PRAVILNOSTI	Anastasia Economou
5	TANJA R. VEC	ZRSS	Tanja R. Vec
6	MARINA DRAZETIC	MICROSOFT	Marina Drazetic
7	SUZANA PLEMITAS	OS DOBJE	Suzana Plemenitas
8	VAINO BRAZDEIKIS	CITE	Vaino Brazdeikis
9	GREGOR ANZELJ	GINAZIJA BEZIGRAD	Gregor Anzelj
10	OLIVER ZOFIC	MICROSOFT	Oliver Zofic
11	AMELA SAMBOLIC BEGANOVIC	MISZ	Amela Samolic Beganovic
12	KLAUDIA STERMAN IVANCIC	ERL	Klaudia Sterman Ivancic
13	MATEJA DRNOVSEK	OS POLJE	Mateja Drnovsek
14	PETRA MIKELN	OS DOBJE	Petra Mikeln
15	AIVAR OTS	HTM (Estonia)	Aivar Ots
16	MITJA CEPIC	ERI	Mitja Cepic
17	BORUT CAMPOLJ	MISZ	Borut Campelj
18	MATEJA PINTAR	OS DOBJE	Mateja Pintar
19	BARBARA HEBAR	OS DOBJE	Barbara Hebar
20			
21			

Cankar, Gasper (NEC)
 Krainc, Radovan (ZRSS)
 Ghoneim, Andrea (DUK)
 Economou, Anastasia (CPI)
 Rupnik Vec, Tanja (ZRSS)
 Drazetic, Marina (Microsoft)
 Plemenitas, Suzana (Os Dobje)
 Brazdeikis, Vaino (CITE)
 Anzelj, Gregor (Gym. Bezigrad)
 Zofic, Oliver (Microsoft)
 Sambolic Beganovic, Amela (ZRSS)
 Sterman Ivancic, Klaudia (ERI)
 Drnovsek, Mateja (Os Polje)
 Mikeln, Petra (Os Polje)
 Ots, Aivar (HTM Estonia)
 Viteli, Jarmo (UTA)
 Cepic, Mitja V. (ERI)
 Campelj, Borut (MISZ)
 Pintar, Mateja (Os Dobje)
 Hebar, Barbara (Os Dobje)

Workshop, day 2: 18.9.: 8:30-13:00

Participants onsite:

Erasmus+			
Lista prisotnosti			
Projekt Assessment of Transversal Skills - ATS 2020			
Sestaneke/srečanje: WP2			
Kraj: Ljubljana, ZRSS			
Datum: 18.9.2015			
Zap. St.	Ime in priimek	Organizacija	Podpis
1	Jarmo Viteli	UTA	Jarmo Viteli
2	Aivar Ots	HTM (Estonia)	Aivar Ots
3	OLIVER ZOFIC	MICROSOFT	Oliver Zofic
4	TJASA KOTAR	MISZ	Tjasa Kotar
5	GREGOR ANZELJ	GINAZIJA BEZIGRAD	Gregor Anzelj
6	TANJA R. VEC	ZRSS	Tanja R. Vec
7	ANASTASIA ECONOMOU	CPI	Anastasia Economou
8	GASPER CANKAR	NEC (RIC)	Gasper Cankar
9	ANDREA GHONEIM	DUK (Kras)	Andrea Ghoneim
10	AMELA SAMBOLIC BEGANOVIC	MISZ	Amela Samolic Beganovic
11	BORUT CAMPOLJ	MISZ	Borut Campelj
12	MITJA CEPIC	ERI	Mitja Cepic
13			
14			

Viteli, Jarmo (UTA)
 Ots, Aivar (HTM)
 Zofic, Oliver (Microsoft)
 Kotar, Tjasa (MISZ)
 Anzelj, Gregor (Gim. Bezigrad)
 Rupnik Vec, Tanja (ZRSS)
 Economou, Anastasia (CPI)
 Cankar, Gasper (NEC)
 Ghoneim, Andrea (DUK)
 Sambolic Beganovic, Amela (ZRSS)
 Cepic, Mitja V. (ERI)
 Campelj, Borut (MISZ)

Participants Online (17. and 18.9.):

John Hurley (H2, host of online participation), Ülle Kikas (Innove), Heikki Sairanen (UTA)

01 Anastasia Economou: Formative and Summative Assessment

„summative assessment is intended to summarize student attainment at a particular time, whereas formative assessment is intended to promote further improvement of student attainment.“

Summative Assessment can be also basis of formative assessment – for example by commenting on/explaining the grade (assessment by teacher and/or peer), by reflecting on the grade (self assessment).

Hattie, John, and Helen Timperley. "The Power of Feedback." Review of Educational Research 77.1 (2007): 81-112 (<http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>): Hattie can be seen as the father of „My Learning“ - the cycle that was the basis for a Mahara plugin and informs the ATS2020 model.

Taking this into consideration, the following can be concluded for tools and environments:

Learning Environments:

Focus on the Students: ownership, self-regulated learning, journals, storage, workspace, showcase

- for Teachers: content/activities, assessment, student data
- for the researcher (with focus on the quantitative assessment): assessment data

If an ePortfolio platform is used, the teacher should have access to a shared part of a student's ePortfolio.

A dashboard that gives upon login an overview for the teacher, what happened since the last login + which tasks should be performed is highly desirable.

Comments/Discussion:

John: elaborate specific scenarios (use case scenarios), this would clarify needs

Ülle: progress indicators would also be highly desirable

Anastasia Economou on Specifications

Roles and needs around the platforms have to be specified. An example is the question of administration of the platform at different levels, like

- ATS2020 admin
- country admin (if needed)
- school admin
- teacher
- student

There should be also a specification for the process in order to show roles in and needs/use for

schools – classes – groups – lessons – students – teachers

Concerning the question of „country admin“, there needs to be the discussion, whether there will be rather national or a centralized solution for both, the chosen Open Source and Commercial solution.

The discussion following this presentation showed that there were pros and cons of national solutions. Proposal: Offer a centralized platform for the project, but allow countries who have their national solutions implemented already or want to implement them in order to provide a sustainable ePortfolio space, to use their own platform. Minimum requirements have to be ensured (see final Section: „Fazit: Questions and Answers“ to see how this can be done)

A further question: Should the pedagogical environment be separated from the analytic tool for the pilot evaluation? This question is also important when deciding upon a national or centralized solution, it will be also a question guiding through the meeting.

02 Borut Campelj: Usefulness and requirements for ePortfolios based on EUfolio experiences

The EUfolio experiences showed that Mahara as a learning environment for creating ePortfolios should be more user friendly. Microsoft's Office 365 proved to be easy to use and users were satisfied with the chance to have - thanks to OneDrive - "all work in one Space".

A PLE as the basis of ePortfolio learning and teaching should allow work with mobile devices. Mahara offers this possibility since the 2nd phase of the EUfolio pilot (autumn 2014).

The ePortfolio model chosen should help the students to plan, carry out and evaluate their work.

An assessment-related remark: students should be able to respond to feedback.

Students and teachers would like to have more communication facilities. A chat function of the learning space is desirable.

Furthermore, ePortfolio work should promote self-regulated learning.

Finally, teachers and students would like to use one platform for all tasks of their work. Students would like to store all their work in one space.

Some teachers require additional practical training to use the platform. They also like to get to know more platforms, and they would like to see examples of successful implementation.

This summary of experiences is illustrated and detailed in the following section, devoted to teacher's experiences.

Online Petra Mikeln: Mahara experiences at Os Polje

The school Polje has experience with Mahara for 2 years. It proved to be helpful for teachers and for formative assessment.

It would be desirable to work with questionnaires (polls) with Mahara, as well.

A cool feature of Mahara is the work with groups. The teacher can set up a group for a certain task and/or subject, and the students can set up their own groups for sub-tasks and group work.

The dashboard should provide a clearer view on what happened since the last login.

The drop-down menus of Mahara are not accessible through all mobile devices.

Concerning the work with the plugin "My learning" (structuring of learning into "Prior Knowledge" - Setting goals - Plan strategies - Decide upon Evidence + produce it - Evaluate the Outcomes) there is a biased approach. While the plugin was initially constructed with the feature "Setting Goals" in the beginning, now the work starts with "Prior Knowledge". The adapted plugin is not available on the Slovenian Mahara, yet. (Discussion shows: There are two versions of the Plugin and the ATS2020 pilot should ensure that there is one common version to work with.)

Storage problem remains an issue to be solved. Basing on the limited storage quota, various artefacts are stored in other clouds, e.g. on YouTube or OneDrive. A higher storage quota on Mahara itself would allow to store everything in one place.

Finally, it would be nice to have some external tools implemented, especially

- Assessment overviews for teachers (like in Moodle) and
- Questionnaires/Quizzes

03 Mateja Pinter: Os Dobje (primary school, work with pupils of 8-9 years)

Open teaching on the basis of ePortfolio work resulted in a high self-motivation of students through open teaching.

The students were included into the training with the platform, and the common use of tools motivated everyone. The teacher's documents are visible for the whole class, and class documents can be shared in a group and thus be accessed by everyone.

The work with the platform was partly done in the school's computer room.

Teachers used the OneNote classroom for preparing the lesson and for creating a notebook for each student – the teacher and all the students could look at each other's work

OneNote can be

1. a regular content book in which the teacher uploads and the student used the uploaded materials
2. an Open Space where everyone can contribute - like this it is also practical for peer assessment
3. a private diary where students and teachers put their own materials and notes

There are two different use case scenarios, depending on whether the main owner is a teacher or a student. The student as main owner can choose what to share with others, all other content will remain private. OneNote is also practical because it is a MultiMediaTool

OneNote offers an easy overview on what happened since the last login.

Basis for many exercises feeding the OneNote Space were based on tasks for which Office 365 was used, for example: writing e-mails, creating ppts etc.

03 Barbara Hebrar, school Dobje

Used OneNote in combination with an Interactive Whiteboard, which allows good interactive exercises and their documentation (examples, like collections of words were given)

03 Suzana Plamenitas, school Dobje

Compared and tried Mahara and O365 and found out that a combination both tools/platforms is the perfect basis for formative assessment

Mahara	O365
<p>Creativity development. Critical thinking. Talent recognition and balancing. Independence development. Risk evaluation. Problem solving. Decision-making. Responsibility for your own knowledge.</p> <p>Deep thinking about yourself with strengthening of inner learning motivation.</p> <p>Managing professional development. Too valuable, to be changed with learning environment.</p>	<p>Higher motivation for work. Faster work, more information. Higher learning effectiveness (because of interactivity). Individual and differentiated work. Autonomy at work. Discovering talents. Important and fast teacher's on – line feed – back to a student. Fast view for a teacher about the current student's progress in all areas (with just few clicks). Classical lesson becomes modern on – line lesson, which offers open learning environment.</p> <p>Learning environment, which replaces classical notebook and book.</p>

Vaino Brazdeikis reminds during a vivid discussion on ePortfolio as a tool and/or philosophy that the assessment of skills – especially information skills – should remain in the focus of ATS2020.

04 Andrea Ghoneim, Danube University Krems

Shows the ePortfolio process on the basis of the Himpf-Gutermann model which also informed EUfolio with emphasis on self assessment, peer feedback and formative assessment by the teacher as a (possible) basis for the assessment procedures in ATS2020. Slides on the Open Source Solution and the Microsoft solution were also shown to illustrate the (possible) technological basis of the pilot.

Online Gregor Anzelj, Mahara developer

Shows how to share OneDrive files on Mahara pages and how to embed files into Mahara pages.

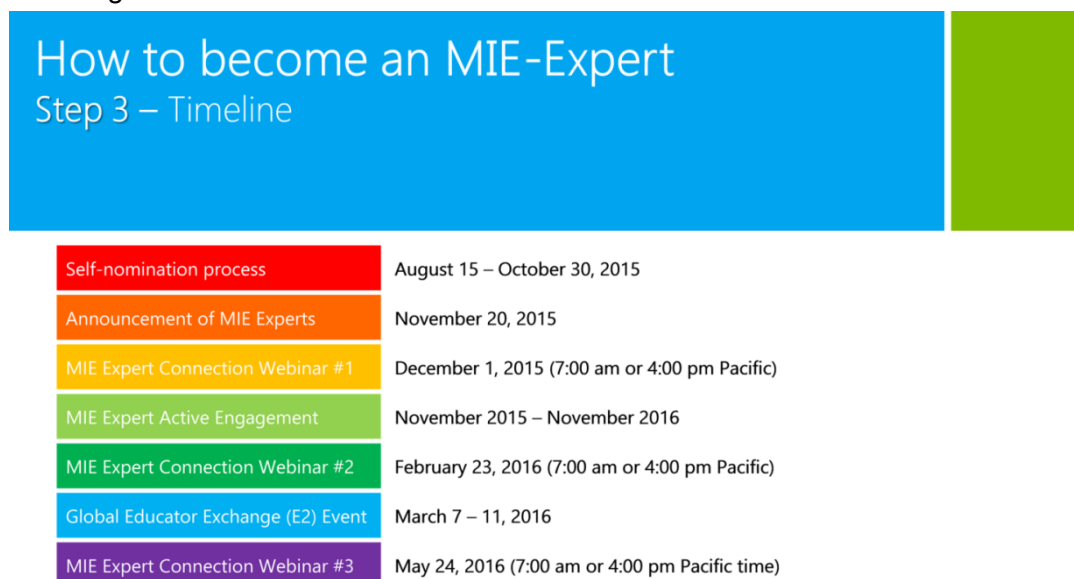
Andrea Ghoneim adds by showing the assessment of Mahara pages by teachers

- > create a learning group
- > define the roles (teacher, tutor, student) of the participants
- > pages of all group members get a button to allow handing in of the pages
- > once pages are handed in they cannot be changed any more by the owner
- > teacher/tutor gives feedback and releases the pages, so the owner can continue working with them

05 + Online Oliver Zofic, Microsoft

Invites to become a Microsoft innovative educator expert

(<http://www.educatornetwork.com/Sites/Educators/Expert>) which would be done within the following timeline



Oliver furthermore shows free available services of Office 365 for educators



			Office 365 Education	FREE
Standard Services	Exchange Online	Email, Calendar, Contacts	•	
	Skype for business	IM, Presence, Web Conference	•	
	SharePoint Online and OneDrive	Team sites, Video, storage, sharing	•	
	Yammer	Enterprise Social	•	
	eDiscovery Search	One tool for eMail and Documents	•	
Office	Office Online	Edit Office documents in a browser	•	
	Project Online	Manage projects	•	
Advanced Services	eDiscovery Hold/Export, DLP***	Advanced compliance – Legal tools	•	
	Analytics, PowerPivot, Visio services	Data Analysis	•	
	Voicemail support***	Unified Messaging in Inbox	•	
Additional Services	Rights Management Services	Encrypt eMail, Documents	•	
	Office 365 ProPlus	Up to 5 installs on PC or Mac + mobile devices	US\$ 1.50** / 2.00**	incl. w/ benefit*
	Full Voice with PSTN	Replace PSTN	US\$.50** / 1.50**	

*ProPlus license included for students at no additional cost when Office is purchased for faculty and staff
 **ERP per user/month (Student / Faculty)
 ***These services will be included after initial launch

September 1

The functionalities of OneNote plus Sharepoint (file exchange server, like OneNote) for personalized note-taking were shown as well.

The OneNote ClassBook can be used as a content library, for student notebooks and as a collaboration space.

The OneNote environment also serves for the creation of personalized tests (for example for weaker and stronger students)

A further Microsoft product is Office Mix (a plugin for PowerPoint) to make Screencasts and Online Lectures. It can also be used for student assessment and insights.

Lync (now known as Skype for Business) and Yammer are further tools for communication and thus for developing communication skills with the help of tools.

MS Sway is an online tool for creating multimedia presentations which can be considered an ePortfolio view/page as well. Sways can be exported to Word, PowerPoint and PDF.

For Office 365, Oliver will work in close cooperation with a co-ordinator for ATS2020 (based in Cyprus at CPI)

Oliver and Gregor are working on a single sign-on solution between O365 and Mahara.

Oliver will also be available to do teacher training in Krems (12/13 Nov 2015).

Links to MS documentations as provided by Oliver Zofic (Microsoft) as a follow-up of the meeting:

As for education relevant website – please navigate here – where you have website that will walk you through Office 365 for education: <http://www.microsoft.com/en-us/education/products/office/default.aspx>

Day in a life of a student: <http://www.microsoft.com/en-us/education/students/resources/default.aspx>

Day in a life of a teacher: <http://www.microsoft.com/en-us/education/educators/teacher-resources/default.aspx>

Information on school deployment: <http://www.microsoft.com/en-us/education/products/office-365-deployment-resources/default.aspx>

As well parts of O365 that we mentioned already:

- OneNote classrom creator: <http://onenoteforteachers.com/>
- Office MIX for teachers: <http://www.mixforteachers.com/>
- Sway: <https://blogs.office.com/2015/05/04/sway-announces-office-365-and-languages/>

All these links above provide a lot of documentation about office 365 and arranged in a consistent way – so it is super hard to extract only bits and pieces.

Full Office 365 service description can be found here (technical):

<https://technet.microsoft.com/en-us/library/office-365-service-descriptions.aspx>

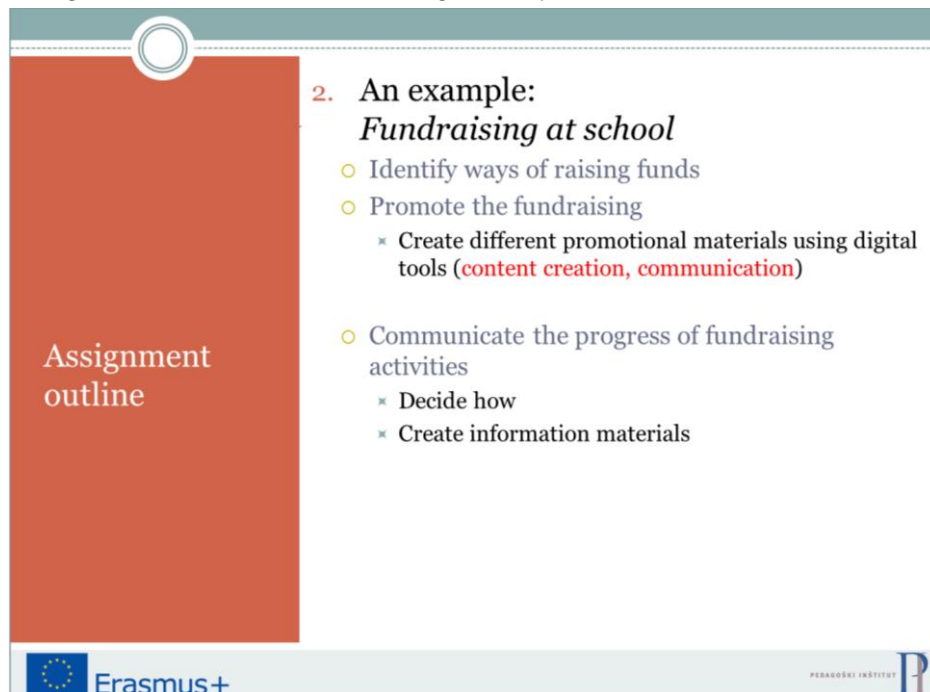
Clipping of E-Mail of 20.08.2015 16:52:09, from: <a-ozofic@microsoft.com>

06 Mitja Čepič Vogrinčič (Educational Research Institute)

WP2 (Technology + Tools) and WP5 (Pilot evaluation) relations

Pre- and Post-Testing should not be connected to the tools and data used within the pilot

Assignments for skills should be generally based on scenarios.



The slide is titled "Assignment outline" and features a red vertical bar on the left. The main content is titled "2. An example: Fundraising at school" and lists three tasks with sub-points. The first task is "Identify ways of raising funds". The second task is "Promote the fundraising", which includes sub-points: "Create different promotional materials using digital tools (content creation, communication)" and "Communicate the progress of fundraising activities". The third task is "Communicate the progress of fundraising activities", which includes sub-points: "Decide how" and "Create information materials". The slide also features the Erasmus+ logo and the logo of the Pedagoški inštitut (Educational Research Institute) at the bottom.

Assignment outline

2. An example:
Fundraising at school

- Identify ways of raising funds
- Promote the fundraising
 - ✱ Create different promotional materials using digital tools (content creation, communication)
- Communicate the progress of fundraising activities
 - ✱ Decide how
 - ✱ Create information materials

Erasmus+

PEDAGOŠKI INŠTITUT

The idea of the pilot evaluation: it should provide a system in which entire skill areas are evaluated to be developed.

For pre- and post-tests 2 or 3 different assignment scenarios are necessary, however, the problem is to create comparable scenarios and to make sure that they aim at the assessment of the same skills.

The problem: a scientifically reliable scenario can only be developed with a lot of work and testing for which we neither have the time nor the resources.

Technological/logistical need: ID of student for relation of pre- and post-results.

Comments

John Hurley: some examples of such scenarios/activities would be a great input for the meeting in Krems.

Gasper Cankar: on the basis of these scenarios we could decide on which scenario addresses which skill.

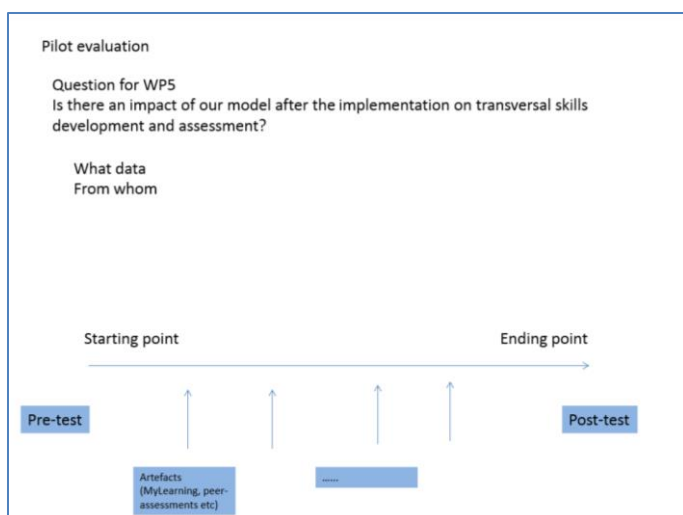
Furthermore, for assessment, it has to be made sure that one step of an assignment is not the basis of the next one.

Anastasia Economou: Pre- and Post-tests should cover all levels of the ATS2020 framework.

Discussion:

1. Why levels and not dimensions like the Bloom Taxonomy? -> *has to be considered*
2. Why keeping the evaluation results secret? -> *students would get the grades but not the items as they should be re-usable for further testing.*
3. Would we need a master-assignment in order to familiarize students with the type of testing?

There is a further slide on WP2 + WP5 relations which was part of the discussion:



(saved as "WP2WP5"; author = Anastasia Economou)

07 Aivar Ots (Ministry of education and research, Estonia)

EIS (Electronic Item Bank - see also the fact sheet in D.2.2)

EIS is an online testing platform that is designed to conduct many kinds of subject exams. It provides student's identification for relation with previous or later assignments. The assessment and testing setup is basing on Bloom's Taxonomy.

EIS assessments are done by a combination of automated scoring and human scoring, there is a school/teacher feedback sheet

The items/tests are based on objectives as set in the curriculum.

Students can see the correct answers and thus have immediate feedback.

An open module for teachers helps students and teachers to get acquainted to the way of testing.

English is not used in EIS interface. Some programs were developed in Estonia initially with the user interface in English. However, the current version of EIS is in Estonian and Russian, and the user language interface cannot be easily changed. However, EIS has an earlier version too, which includes translation files.

EIS is a stand-alone solution. It is a completely closed system. The test is done in a computer room, not via a web interface. Work with a USB-stick-solution is used in order to establish the secure environment in case of high-stakes tests.

08 Jarmo Viteli (University of Tampere)

Oppika (a student self assessment tool) gives students immediate feedback. It is a "child" of Oppika, a teacher self-assessment tool. (see also the fact sheet in D.2.2, p.12f)

The interface is at the moment available in Finnish, English and Swedish. The tool is web-based, student identification is done with their e-mail-address

Use of Oppika is voluntary, the statistics show who used the tool when.

Oppika allows multiple ways of storing the information of the results achieved.

Questions to answer for ATS2020 (if Oppika is used as a basis of student's self assessment):

- Who designs the questions?
- Who implements the questions?
- Who translates them?
- Do the reports need to be done for students or for schools?

(For the Finnish pilot, 8 people worked 5-6 month on 170 items of which 120 items remained in the database...)

Oppika informs self-assessment.

It is a modular system: can be used first for digital skills, then for further sets of skills

It could be used by the student to start a learning cycle (determine prior skills). Results could be integrated into the ePortfolio as a basis for self reflection.

It would be ideal also to enable the teachers to assess themselves with Opeka (Heikki Sairanen, Mikko Vuorinen, Jarmo Viteli (2014). Collecting and Using Data to Develop Digital Learning culture at School. http://blogs.helsinki.fi/tepe-2013/files/2013/12/Sairanen_Vuorinen_Viteli_Collecting-and-Using-data-to-Develop-Digital-Learning-Culture-at-School.pdf), but this is not the focus of the project.

We need a good method to communicate our requirements which should be done with a functional specification.

10 Conclusions based on 9 questions posed by Anastasia:

Question 1

All tools integrated in one environment or separate?

ePortfolio learning environments (Mahara and Office 365) AND research/assessment data environment?

→ separate

(excel? –need to provide a template/sample as a suggestion to teachers)

Question 2

Centralized solution or national/regional allowed?

One central solution for Mahara and one central solution for O365 (pros: management, safety (access, backup), easy changes, ...)

If a country decides to have a national solution, they have to sign a contract with the project coordinator that they satisfy the minimum requirements, both pedagogical and security (we need to specify these in WP2)

→ Responsibilities: Mahara – DUK / O365 -CPI

→ WP2 task: specify rules for data storage // security of database(s)

Question 3

How to have the teacher access a students' overall performance and progress

→ dashboard? Where? Look for solutions... (Oppika???)

Provide teachers with some suggestions (same as in Q1)

Question 4

Migration and sustainability of one's ePortfolio

How to import and export my ePortfolio from one Mahara platform to another, from one O365 platform to another and from any platform to any other

(it's already one of the tasks of WP2 and also it will serve for the exploitation of the project)

→ Oliver and Gregor

Question 5

Hosting data (even assessment data) on a cloud / within or outside EU /

We will need to address it in our WP

→ look for policies

→ Options for storage (what kind of data), back up on a cloud, etc

Question 6

Do we have difficulty levels for skills? Need to look at existing frameworks or even look at connecting with new Bloom's taxonomy

→ next step

to describe 2 tasks under the "fundraising" idea and develop the items for pre-test on Information literacy skills based on our framework

(also check the items from Innove and Oppika if we are allowed to???)

Question 7

Do we identify each student for the pre and post test?

Do we give the test results to students and teachers?

Yes

→WP5 meeting

Question 8

Do we need a tool for pre test that hosts embedded applications (eg text processor)

Is there anything available that we can afford within the project?

→check the for the solutions (Innove, Oppika, Australian, ...?)

Question 9

EIS (Innove Estonian solution)

→Pilot pre-test and post-test

Oppika (Finnish solution)

→Scenarios self evaluation / peer evaluation / teacher evaluation tool (based on ATS2020 framework)

... and here are all those who made it till the end ;-)



More pictures can be found at

https://ats2020.sharepoint.com/partners/Shared%20Documents/Work%20Packages_working_documents/WP2%20Technology%20and%20Tools/20150917fWP2workshop

Tweets about the meeting: <https://twitter.com/hashtag/ats2020?src=hash>

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