

ATS2020 Final Conference

Developing Transversal Skills for the 21st Century

Brussels, 2 February 2018

Introducing the **ATS2020** learning model: a process and a product



ATS2020
Assessment of Transversal Skills

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Co-funded by the
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ATS2020 – Assessment of Transversal Skills 2020 is a project funded by the European Commission under the framework of the Erasmus+ Programme (Key Action 3: Support for policy reform - Prospective Initiatives: European policy experimentations).

ATS2020 - a policy experimentation project

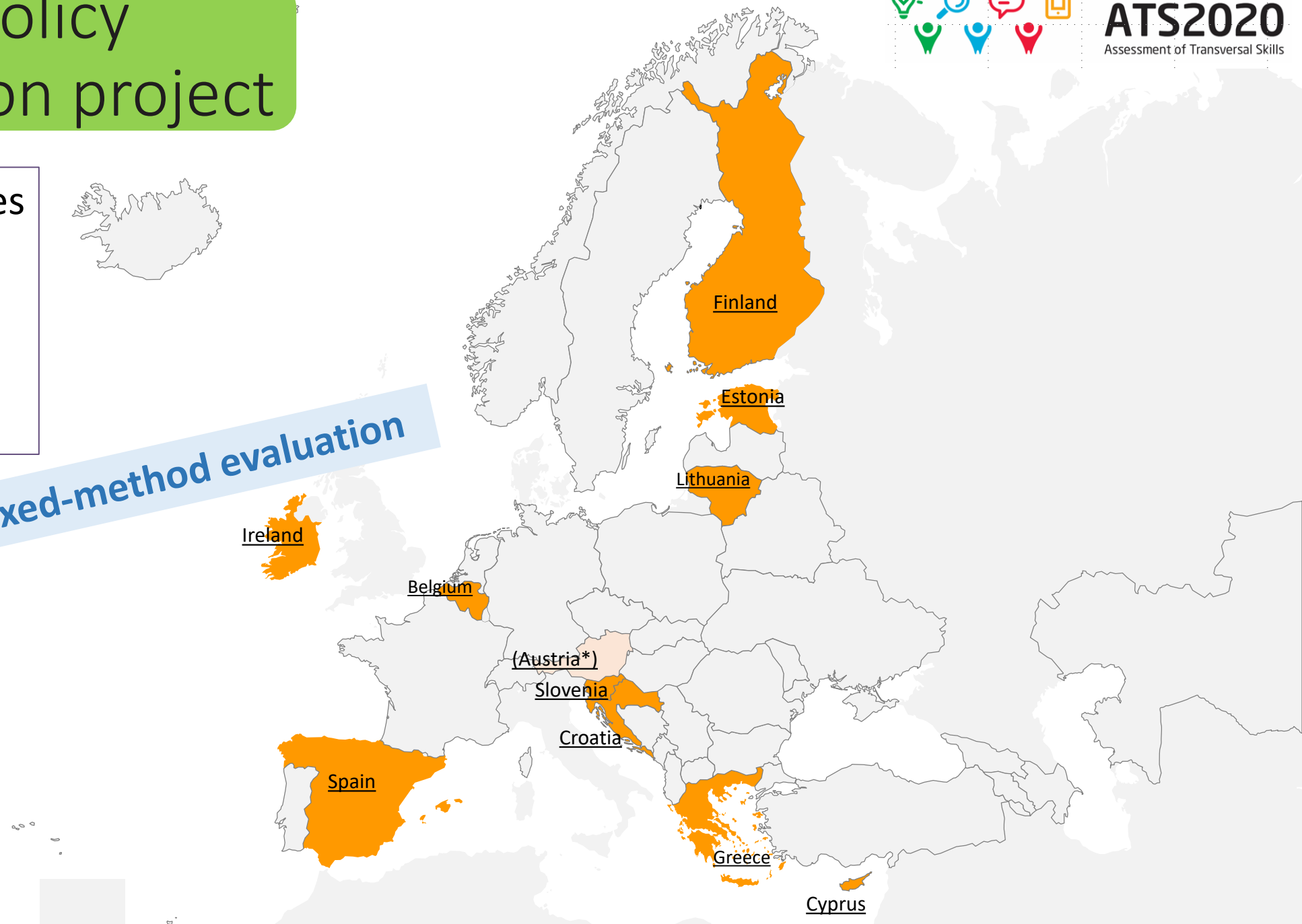


ATS2020
Assessment of Transversal Skills

- ★ 10 piloting countries
- ★ 224 schools
- ★ 747 teachers
- ★ 11.891 students



Valid and reliable mixed-method evaluation



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The Assessment of Transversal Skills 2020 (ATS2020) project proposes...

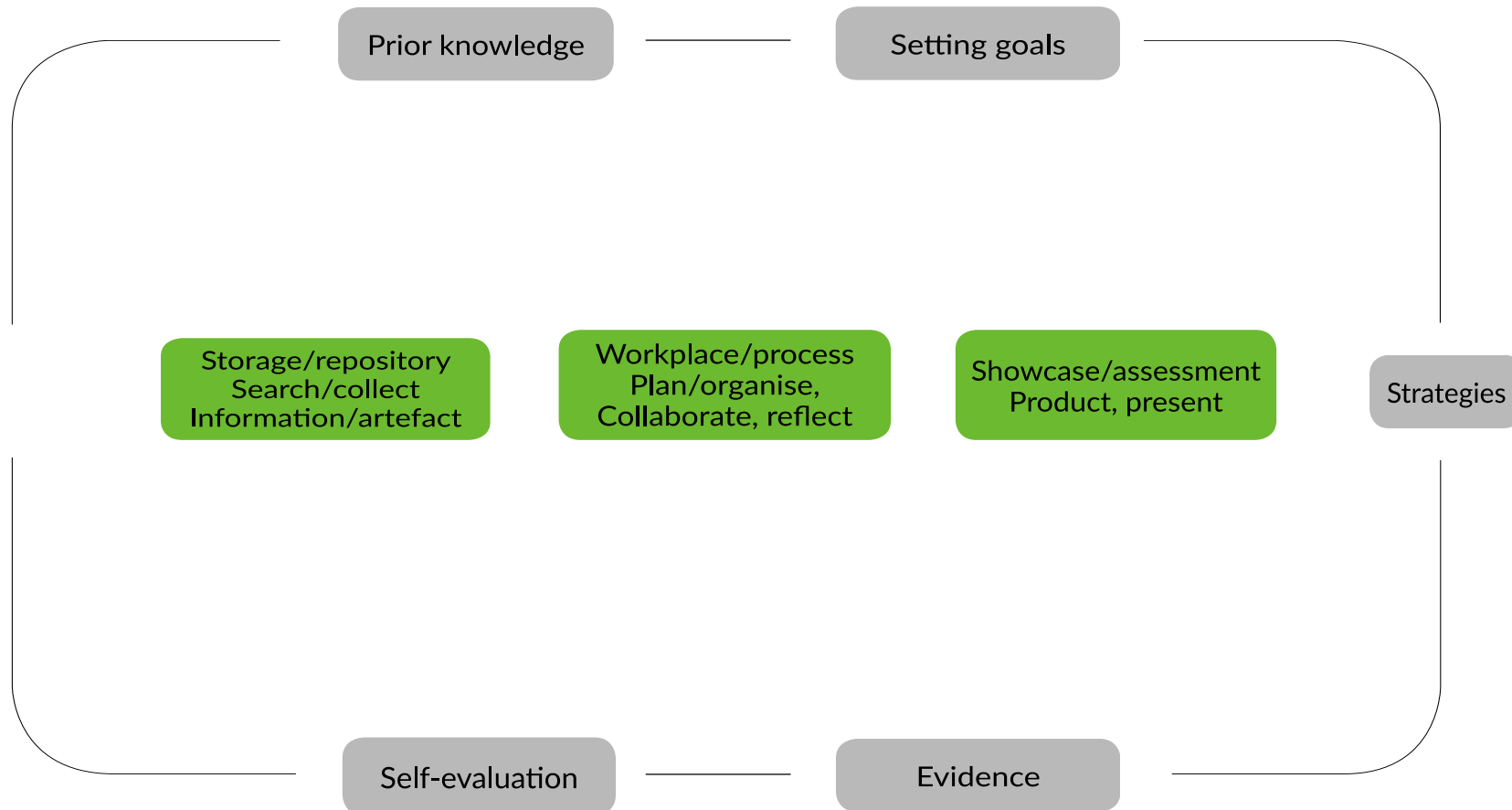
a comprehensive learning model to enhance student transversal 21st century indispensable skills within the diverse EU curricula, including provision of teachers with modern approaches and innovative tools for the assessment of these skills.



ATS2020 learning model



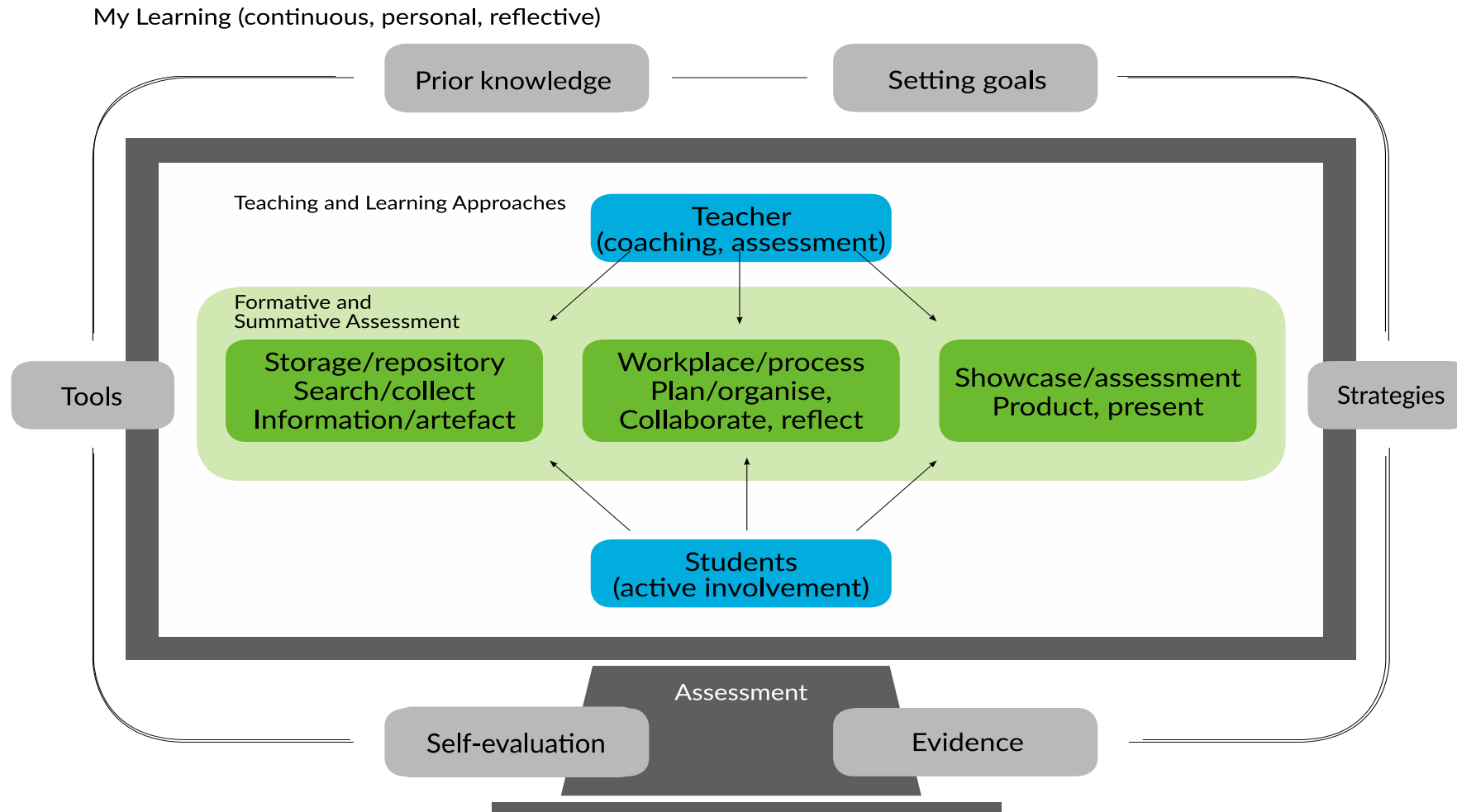
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ATS2020 learning model



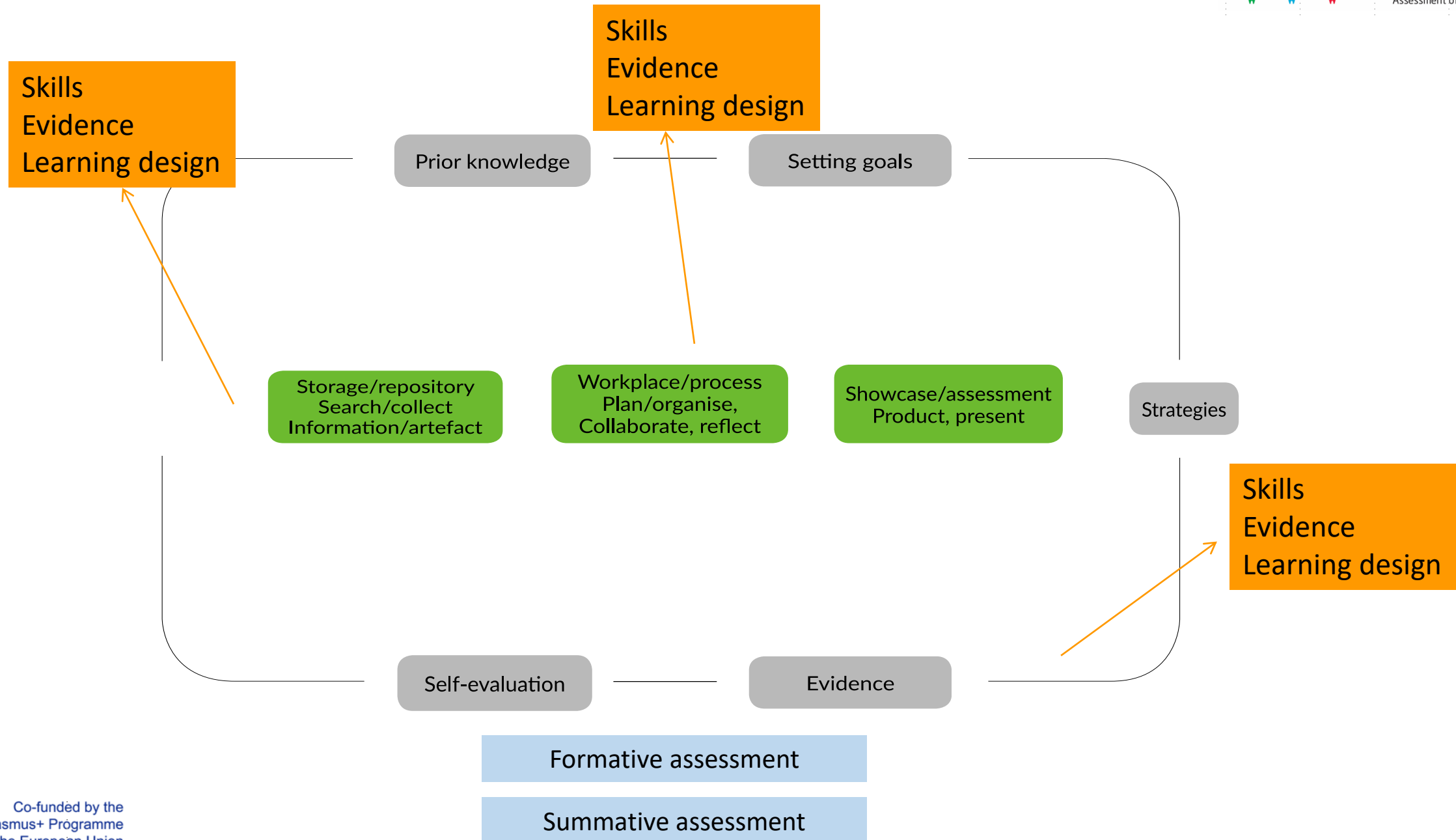
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Assessment



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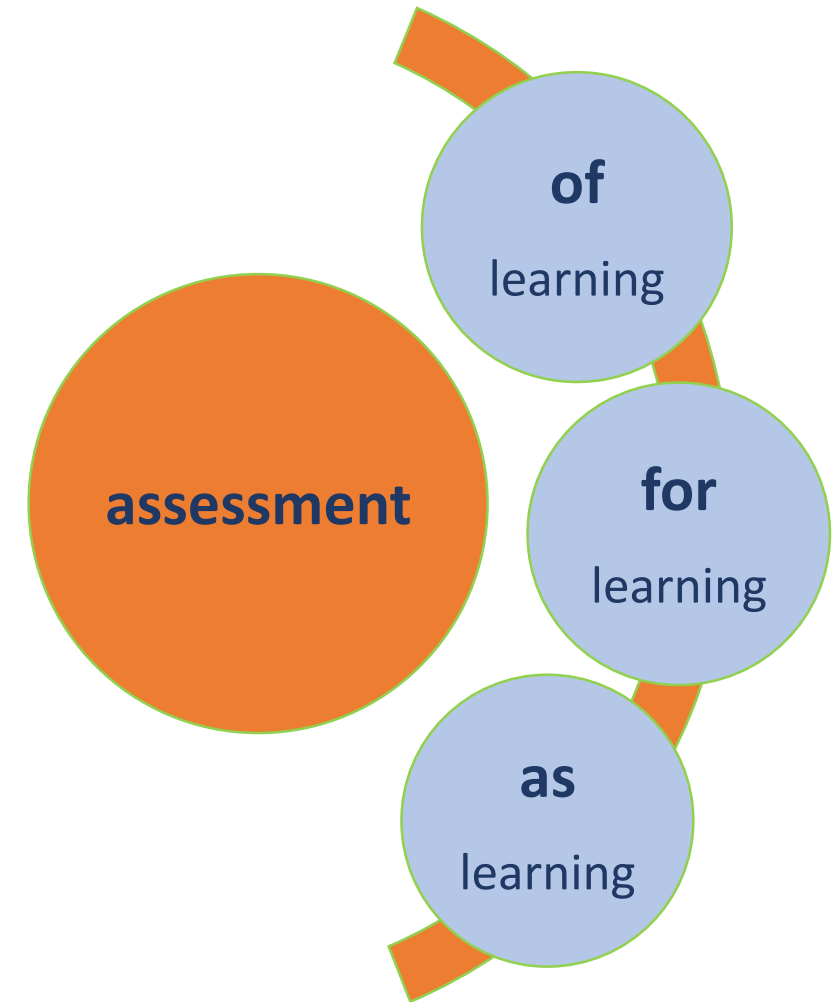


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Assessment **of, for, as** learning

“Portfolio-type self-assessments or observations of key competencies grounded within authentic learning situations are suggested as methods that are better suited to supporting learners to develop key competencies and for validly assessing key competencies”

(Hipkins, R., Boyd, S., & Joyce, C., 2005)





ATS2020
Assessment of Transversal Skills

Student

self-assessment

peer-assessment

Teacher

Assessment
scaffolding tools
(skills)

ATS2020

Student name:
Learning Cycle 1:
School:
Class:
Teacher:

Autonomous Learning Skills
Prior knowledge

I have described what I know about the subject.
I have described any relevant skills that I have.
I have described any relevant experiences.
I have described gaps in my previous knowledge.
I have described what I would like/expect to know by the end of the unit in relation to my skills and knowledge.
I have described what I would like/expect to be able to do by the end of the unit.
I have described what skills I expect to have by the end of the unit.
I compared my previous knowledge with my classmates to identify learning needs.

Learning cycle: Prior knowledge, Self-evaluation, Setting goals, Evidence, Strategies.

Emotion scale: 😞 😐 😊

ATS2020

Student name:
Learning Cycle 1:
School:
Class:
Teacher:

Information Literacy Competences Area

Level 1: Plan strategies to guide inquiry. Articulate information needs to satisfy the learning goals and identify goals for their information inquiries so as to start looking for it. Identify multiple resources and multiple tools that respond to the information needs.

Level 2: Articulate information needs to satisfy the learning goals and identify goals for their information inquiries so as to start looking for it. Identify multiple resources and multiple tools that respond to the information needs. Locate and retrieve information from a variety of resources and tools. Critically evaluate information and organise it according to criteria that they set such as relevance, reliability, content, etc. Use information to update their strategies.

Level 3: Articulate information needs to satisfy the learning goals and identify goals for their information inquiries so as to start looking for it. They create information strategies for their inquiries so as to start looking for it and they have the capacity to update their strategies. Apply search techniques that allow them to search for information on different tools and resources. Locate and retrieve information from a variety of resources and tools. Critically evaluate information and organise it according to criteria that they set such as relevance, reliability, content, etc. Use information to update their strategies.

	A	B	C	D	E	F
Οδηγία: Χρωματίστε πράσινο το κουτάκι (χρησιμοποιήστε τον κουβά) για να αξιολογήσετε τον εαυτό σας						
Φόρμα αυτοαξιολόγησης: Μάθημα 2ο						
			☹️	😐	😊	😄
Γνωσιολογικοί	Στόχοι: Έχω μάθει βασικά κλιματολογικά στοιχεία για την Ευρώπη Έχω μάθει βασικά γεωμορφολογικά στοιχεία για την Ευρώπη Ξέρω να διαβάω το γεωμορφολογικό χάρτη της Ευρώπης Ξέρω να αναγνώω τις πιο σημαντικές οροσειρές, ποταμούς, νησιά και χερσονήσους της Ευρώπης	Καθόλου	Λίγο	Πολύ	Πάρα πολύ	
Δεξιότητες	Έχω συνεργαστεί πολύ καλά με τους συμμαθητές μου για να δημιουργήσω το παιχνίδι μου Έχω δημιουργήσει ένα πολύ καλό παιχνίδι Γενάρδας με ερωτήσεις που σχετίζονται με το περιεχόμενο της παρουσίασης που μας δόθηκε Έχω βοηθήσει τους συμμαθητές μου να βελτιστοποιήσουν το παιχνίδι τους					

Αυτοαξιολόγηση / Ανασotaσμός				
Επίπεδο: 1. Επικοινωνία και Συνεργασία				
Δείκτες και Ικανότητες	Στόχοι Επίτευξης	☹️	😐	😊
1. Επικοινωνία και Συνεργασία	1. Είμαι ικανός/ή να αναπτύξω και να οργανώσω τις δεξιότητες του προγράμματος μου 2. Είμαι ικανός/ή να αναπτύξω και να οργανώσω τις δεξιότητες του προγράμματος μου 3. Είμαι ικανός/ή να αναπτύξω και να οργανώσω τις δεξιότητες του προγράμματος μου			
2. Επικοινωνία και Συνεργασία	1. Είμαι ικανός/ή να αναπτύξω και να οργανώσω τις δεξιότητες του προγράμματος μου 2. Είμαι ικανός/ή να αναπτύξω και να οργανώσω τις δεξιότητες του προγράμματος μου 3. Είμαι ικανός/ή να αναπτύξω και να οργανώσω τις δεξιότητες του προγράμματος μου			



ATS2020 learning model basic elements

Transversal Skills

ePortfolio

My Learning Journal

Assessment of, for and as Learning

Online Learning Environments



Digital Technologies enhancement

Within the Curriculum

Innovative Learning Approaches

ATS2020 skills framework



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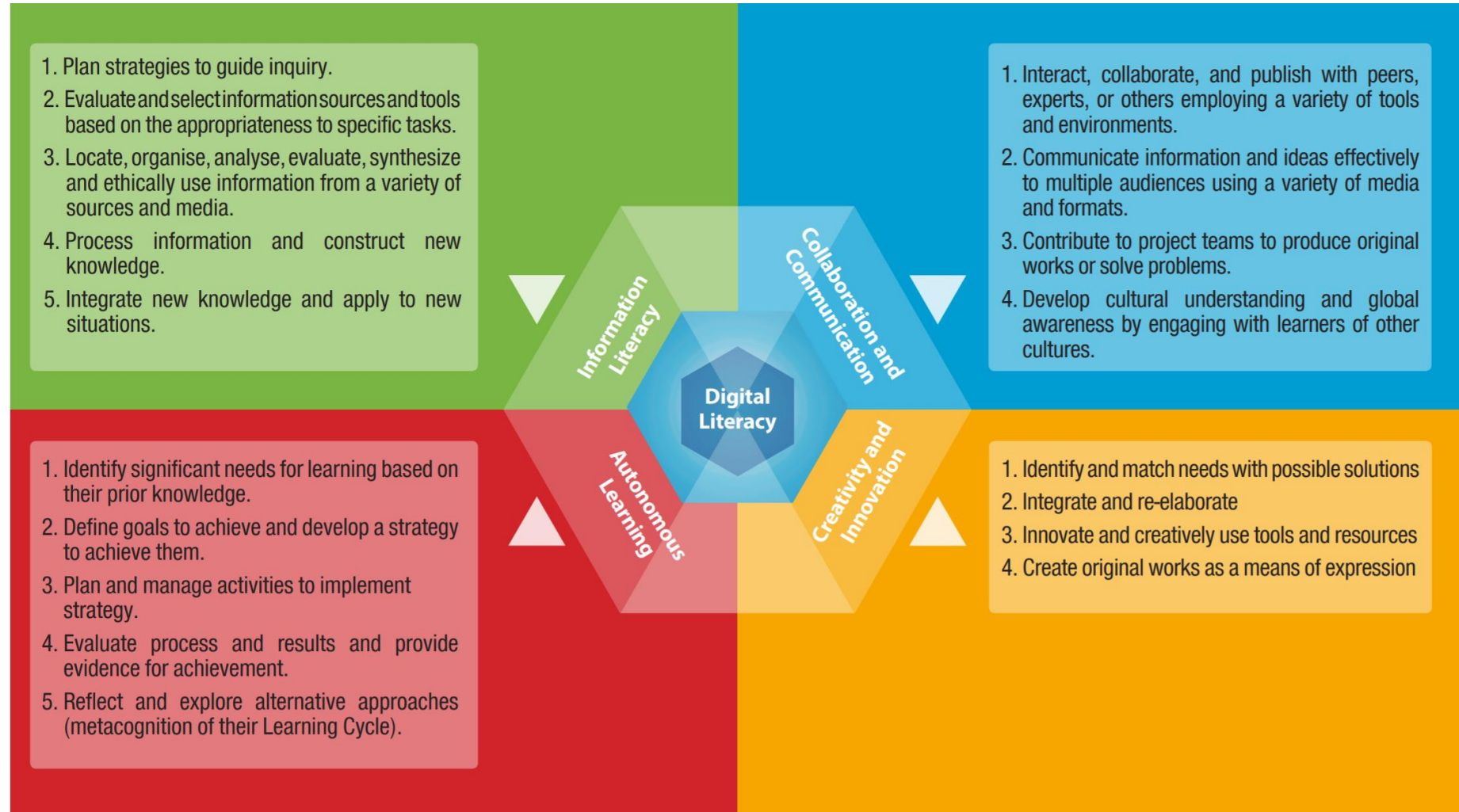


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ATS2020 skills framework



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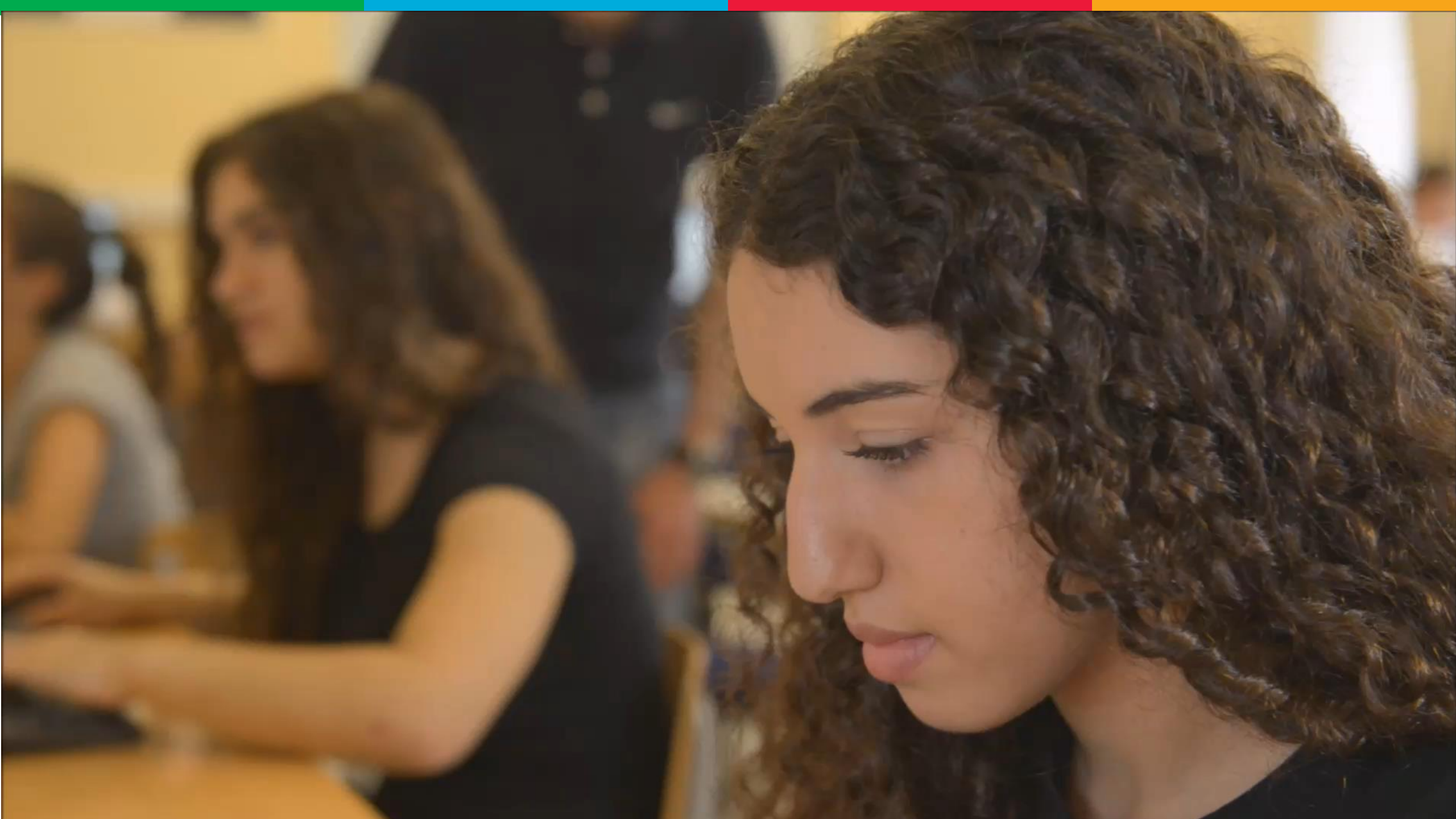


Competences and skills	Attainment goals	Digital competences and skills	Attainment examples			"proficiency" level 1	"proficiency" level 2	"proficiency" level 3
			Stands (ways of thinking)	Actions (ways of working)	Ethics (ways of living)			
4. Process information and construct new knowledge	4.1 Create new content in different formats	<ul style="list-style-type: none"> • Create and edit digital content • Use software tools to create and edit text, presentations, videos and other formats 	<ul style="list-style-type: none"> • See the potential of technologies and media for self-expression and knowledge creation • Know which tool/application fits better the kind of content s/he wants to create • Know that digital content can be produced in a variety of forms • Understand how meaning is produced through multimedia (text, images, audio, video) 	<ul style="list-style-type: none"> • Create knowledge representations (e.g. mind maps, diagrams) using digital media • Create original works as a means of personal or group expression • Use basic packages to create content in different forms (text, audio, numeric, images) 	<ul style="list-style-type: none"> • Judge constructively and appreciate the work of others 	Process information to create or edit content in a variety of formats, using different tools.	Process information to create or edit content in a variety of formats, using different tools. Construct their own (and new) knowledge.	Process information to create or edit content in a variety of formats, using different tools. Construct their own (and new) knowledge, in a creative and innovative way. Publish new content with respect to others.

1. Plan strategies to guide inquiry
2. Evaluate and select information sources and tools based on the appropriateness to specific tasks
3. Locate, organise, analyse, evaluate, synthesize and ethically use information from a variety of sources and media
4. Process information and construct new knowledge
5. Integrate new knowledge and apply to new situations

Information Literacy

Digital





Thank you!

