

# ATS2020 TRANSVERSAL SKILLS FRAMEWORK

## INFORMATION LITERACY

1. Plan strategies.
2. Evaluate and select sources and tools.
3. Locate, organize, analyse, evaluate, synthesize and ethically use information.
4. Process information and construct knowledge.
5. Integrate knowledge to new situations.

## COLLABORATION & COMMUNICATION

1. Interpret situations and construct personal opinion to build an argument.
2. Interact, collaborate and publish ideas with others.
3. Communicate information and ideas effectively.
4. Contribute to project teams.
5. Develop cultural understanding and global awareness.

## DIGITAL LITERACY

Digital skills are activated through using digital technologies to support the 4 areas of the framework.

## AUTONOMOUS LEARNING

1. Identify significant needs for learning.
2. Define goals to achieve and develop a strategy.
3. Plan and manage activities.
4. Evaluate process and results and provide evidence.
5. Reflect and explore alternative approaches.

## CREATIVITY AND INNOVATION

1. Integrating and re-elaborating knowledge and content.
2. Identify needs and take action.
3. Match needs with possible solutions.
4. Innovating and creatively using tools and resources.

# ATS2020 IN NUMBERS

# 10 piloting countries

BELGIUM, CYPRUS, CROATIA, ESTONIA, GREECE, FINLAND, IRELAND, LITHUANIA, SLOVENIA AND SPAIN.

**250** schools  
**1,000** teachers  
**10,000** students



# Assessment of Transversal Skills

PROVIDING TEACHERS AND STUDENTS WITH NEW LEARNING APPROACHES TO DEVELOP AND ASSESS TRANSVERSAL SKILLS.



## Project Partners:



## Associate partners:



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[www.ats2020.eu](http://www.ats2020.eu)

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## WHAT IS ATS2020?

**ATS2020 is a three-year European policy experimentation research project, aiming to support and enhance the teaching, learning and assessment of transversal skills in 10-15 year-old students.**

### Classroom Pilot

Central to ATS2020 is a classroom pilot, which takes place during the school year (2016-17). The pilot facilitates the implementation of ePortfolios and innovative approaches into participating classrooms. The ATS2020 learning model along with *My Learning Cycle* is used for guidance.

### Classroom Pilot in Steps

#### → STEP 1: PRE-PILOT TRAINING

Teachers receive training to implement the classroom pilot's learning model along with My Learning Cycle.

#### → STEP 2: PRE-PILOT EVALUATION

Issue a benchmark survey to teachers and a test to students. (independent evaluation)

#### → STEP 3: IMPLEMENTATION

Learning designs are developed and implemented by the teachers with their students. A repository of learning activities is created.

#### → STEP 4: POST-PILOT EVALUATION

Issue a post-pilot survey to teachers and a test to students to measure the potential impact of the ATS2020 model. (independent evaluation)

#### → STEP 5: POST-PILOT ACTIVITIES

Collecting evidence and analysing results.

## WHO IS INVOLVED?



### Teachers

- Participate in training and share knowledge with other teachers.
- Develop teaching and learning approaches to enhance and assess students' transversal skills.
- Contribute to a repository of learning designs.
- Support pre and post pilot testing.
- Participate in pilot evaluation (with teacher questionnaire).

### Students

- Develop and self-assess transversal skills through the ATS2020 Learning model along with My Learning Cycle.
- Use ePortfolio to engage in learning.
- Participate in both pre and post-pilot testing.

### School Leaders

- Support the participating teams of teachers.
- Encourage the learning and enhancement of transversal skills in ICT-strong environments.
- Promote the ATS2020 project at schools and at international level.

## MY LEARNING CYCLE

Using ePortfolios to support formative and summative assessment in the classroom.

