



ATS2020
Assessment of Transversal Skills

Pilot Country Update

BELGIUM



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Numbers



- Schools involved in professional development/workshops: 18
- Schools involved in student pilot class implementation activities: 10
- => Schools that have dropped-out along the way: 8 (55%)

- 1 training center

- 2 primary schools and 8 secondary schools
- In primary schools: 1 piloting teacher, 1 control teacher
- In secondary schools: 2 piloting teachers, 2 control teachers

Workshops



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- 2 trainers: Glenn and Philip (combination of co-teaching and specialising)
- 5 different workshops:
 - 1) Transversal skills
 - 2) Learning designs
 - 3) Learning designs in practice
 - 4) IT tools: <http://ats2020.be/toolbox/>
 - 5) E-portfolio and assessment
- 6 schools: Mahara – 4 schools: Seesaw
- 2 different groups :
 - 1) One group started last school year (May 2016) and finalised their first 4 workshops in September 2016.
 - 2) Another group started in November 2016 and finalised their first 4 workshops in December 2016.
 - 5th workshop: end of January 2017 for both groups



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CVO Antwerpen
centrum voor volwassenenonderwijs

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Research



- **Quantative:** 3 out of 10 schools, the other ones will follow in March 2017
- **Qualitative:** no formal case studies found so far...
 - We first contacted 2 schools of preference based on their motivation during the workshops. They refused.
 - After that, we contacted all other schools.
 - 3 never responded
 - 3 refused
 - 1 is still taking into consideration
 - 1 has accepted (after Easter break so 4 learning cycles are impossible)

Positive experiences



- Teachers are enthusiastic about what they've learned.
- Coaches have detected teachers are bringing it all into practice.
- Teachers love their new way of teaching and believe the potential it has towards their pupils (cf. constructing a vision plan in the schools).

mahara Zoek gebruikers Baas Instellingen 0 Afmelden

A Omschrijving project
De leerlingen gaan aan de hand van een probleem op zoek naar een oplossing. Doel van het project is om met de klas veel vuurvliegies te maken die de geleidbaarheid kunnen testen.

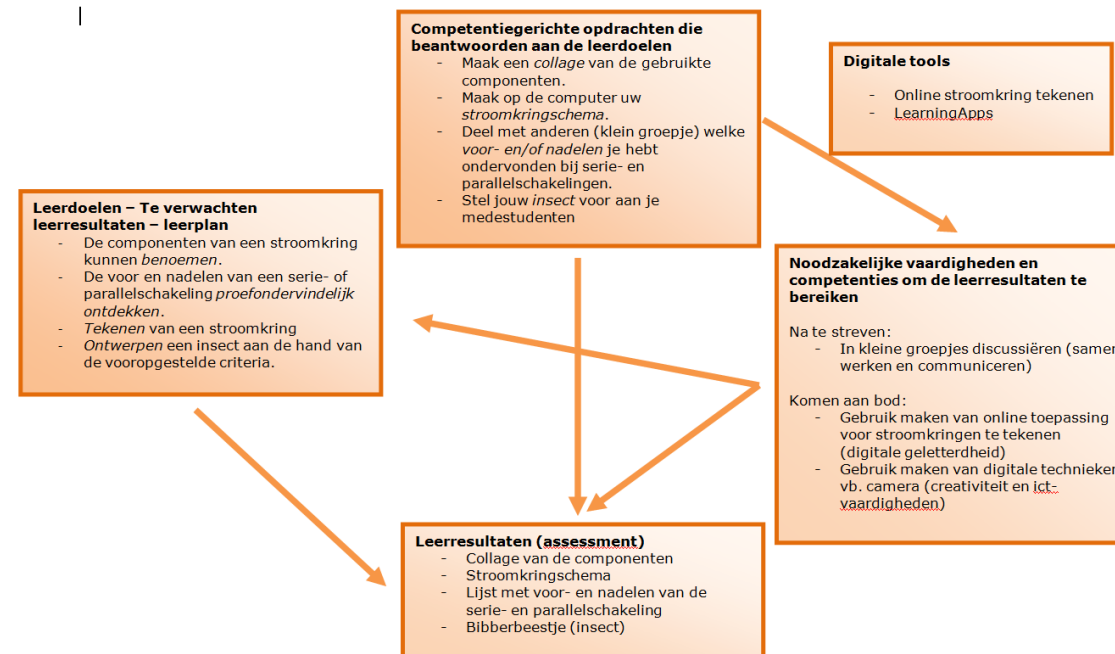
A 21 eeuwse vaardigheden
Het is de bedoeling om het grootste deel van de 21 eeuwse vaardigheden hier in te verwerken.
Welke komen aan bod? (En hoe?)
- Probleem oplossend denken (Starten van een probleem)
- Kritisch denken (Is het een goede oplossing?)
- Creatief denken (Verschillende materialen ter hande en zelf ontwerpen)
- zelfregulering (Ze werken zelfstandig aan hun eigen ontwerp)
- Informatie vaardigheden (Zelf prijsberekening van de materialen)
- ICT-basis vaardigheden (Zelf herhalingsapps maken voor mede leerlingen via LearningApps)
- Media wijsheid (???)
- Computational thinking (Onderzoek naar serie- en parallelschakeling)
- Communiceren (In groepjes bespreken en voorstellen)
- Samenwerken (De voor- en nadelen van serie- en parallelschakeling onderzoeken)
- Sociale & culturele vaardigheden (????)

Voorbeeld eindproduct
Hoe kan ik de vraagtekens nog invullen?

Learning Design

Competentiegerichte opdrachten die beantwoorden aan de leerdoelen
Maak een collage van de gebruikte componenten.

Digitale tools



Challenges



- Controlling the drop-out rate which requires time, keeping schools involved (not just one lesson). *Freedom of education*
- Teachers remain insecure about whether or not they are on the right track, about the quality of their lessons.
- Handling *innovation exhaustion* with teachers to keep them motivated.
- Motivating schools to be part of the research:
 - Quantitative:
 - Test takes too much time (2 teaching hours)
 - Limited access to computers
 - Qualitative:
 - Teachers are not fond of an observator (“am I being evaluted”).
 - Interviews with students are hard to schedule in because that means they miss classes.