



D2.3.2: Implementation of the ePortfolio Platform Mahara

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Author(s)	Andrea Ghoneim, Isabell Grundschober, Gregor Pirker (DUK)
List of contributor(s)	Nicolas Kanaris (CPI), Isabell Grundschober (DUK), Gregor Anzelj (POVSOD)
Deliverable Manager	Andrea Ghoneim
Deliverable Reviewer(s)	Marios Kyprianou (MoEC)
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Table of Contents

1	INTRODUCTION	3
2	PROJECT MANAGEMENT.....	3
2.1	PROJECT TEAM	3
2.2	IMPLEMENTATION PHASES.....	4
2.3	DOCUMENTATION	4
2.4	TRAINING	5
2.5	EVALUATION	5
2.6	MAJOR ROLES	6
3	MAHARA DEVELOPMENT AND FEATURES TO SUPPORT ATS2020	6
3.1	ABOUT	6
3.2	SERVICES DEVELOPED/EMBEDDING OF OTHER PROGRAMMES	7
3.2.1	<i>User Dashboard</i>	<i>7</i>
3.2.2	<i>Plugins and iframe.....</i>	<i>7</i>
3.2.3	<i>Smart Evidence</i>	<i>7</i>
4	IMPLEMENTATION.....	8
4.1	DOMAIN NAME REGISTRATION AND DNS HOSTING	8
4.2	USER REGISTRATION.....	8
4.3	USE OF THE SITE	8
4.4	DASHBOARD.....	10
4.4.1	<i>User profile</i>	<i>11</i>
4.4.2	<i>File repository</i>	<i>12</i>
4.4.3	<i>Journal, My Learning and ePortfolio</i>	<i>13</i>
4.4.4	<i>Digital learning space for class</i>	<i>15</i>
4.4.5	<i>Formative and summative assessment</i>	<i>16</i>
4.5	LEARNING ANALYTICS	17

N.B.: All Screenshots shown in this deliverable are taken from pages from <https://mahara.ats2020.eu> which are either publicly accessible or to which the creator (in all cases Andrea Ghoneim) has granted the right to be published in this deliverable.

1 INTRODUCTION

The purpose of this document is to show the **implementation and development of the online ePortfolio Platform Mahara** that is used for student-centred learning and assessment during the pilot implementation of the ATS2020 project.

Based on the User Requirements defined in Deliverable 2.1.1 and the assessment of available tools and platforms in Deliverables 2.2, we have decided to develop the ATS2020 learning platform based on two separate platforms, [Office 365¹](#) and [Mahara²](#). This would eventually lead to two platforms with similar characteristics. Users, at the country or school level, will be able to choose either one of the two platforms to use.

This document is complementary to the development of <https://mahara.ats2020.eu> which is documented in the WP2 ePortfolio, especially at <https://mahara.ats2020.eu/view/view.php?id=302>. While the ePortfolio page devoted to D. 2.2 (<https://mahara.ats2020.eu/view/view.php?id=302>) was kept simultaneously with WP2 developments since April 2016, this document shows the developments of, in, and around the platform Mahara chronologically.

2 PROJECT MANAGEMENT

2.1 PROJECT TEAM

Danube University Krems is in charge of Mahara for ATS2020. The table below shows the Project Team members for the learning platform, along with their role and contact information.

Role	Name	Email
Project Manager	Andrea Ghoneim	andrea.ghoneim@donau-uni.ac.at
System Developer	Gregor Pirker	gregor.pirker@donau-uni.ac.at
Additional Programming (Dashboard, enhancements of MyLearning)	Gregor Anzelj (POVSOD)	gregor.anzelj@gmail.com
System Administrator	Gregor Pirker	gregor.pirker@donau-uni.ac.at

As Mahara is an Open Source Software, the help and development of the Mahara community has to be mentioned here, with great thanks to mahara.org, namely Kristina Hoepfner. Suggestions of Mahara users in the project ATS2020 were reported by Gregor Pirker at the Mahara developer meetings (managed by Kristina Hoepfner). The suggestions were partly reflected in a Mahara Upgrade (to Version 17.04).

¹ <https://products.office.com/en-us/student/office-in-education>

² <https://mahara.org/>

ATS2020 project partner Dora Nousia of CTI, Greece, did a great contribution to Mahara for ATS2020 by contributing a text on Risks and Legal Aspects of working with Mahara (and similar platforms which is published at the Mahara landing page (for logged in users at <https://mahara.ats2020.eu/view/view.php?id=176>)).

2.2 IMPLEMENTATION PHASES

Mahara is a learner-centered ePortfolio platform. Implementation is based on the ePortfolio Implementation Guide for Policy Makers and Practitioners which was elaborated during the project EUfolio. EU classroom ePortfolios. The guide is available at <https://eufolio-resources.eu/school-unit/recommendations/>.

For train-the-trainer purposes, Mahara for EUfolio (<http://mahara.eufolio.eu>) was adapted, as the project team wanted to make sure that trainers agree with using Mahara before setting up an own instance. After collecting the trainers' feedback in November 2015, Mahara for ATS2020 was set up. Additionally, Gregor Anzelj of POVSO was subcontracted to develop a new (teacher) dashboard for Mahara, as a lack of overview for the teachers was identified as the main weakness of the platform.

Thus, the implementation phases look as follows:



Main phases for developing the ATS2020 learning platform

Mahara was upgraded to version 17.04 in July 2017. This upgrade also contained the ameliorated teacher dashboard as developed by Gregor Anzelj in cooperation with the Mahara team of ATS2020.

In the meantime, a project on “Enhanced Analytics In Mahara” had emerged. Here is a note from the University of Sussex posted on the 4th of April 2017 (retrieved from: <http://blogs.sussex.ac.uk/tel/2017/04/04/enhanced-analytics-mahara/>):

“The reporting capabilities within the leading open source eportfolio solution Mahara will be fundamentally enhanced in a future release as a result of a project led by the University of Sussex and Dublin City University (DCU). The Higher Education Funding Council for England (HEFCE) Catalyst Fund makes funding available to universities to stimulate innovation in practice across the HE sector and the development of innovative solutions. Supported by the Catalyst Fund, the Advanced Analytics in Mahara project (<https://aaimproject.com/>) aims to provide more fine grained insights into how portfolios are used over time, and how learners engage with them with a view to supporting evidence-informed use across disciplines in the future.”

2.3 DOCUMENTATION

User help **documentation** was created for teachers and students with step by step instructions and visualizations. This documentation is available as “Guides for Tools” via the Mahara ePortfolio of WP2 (Technology and Tools) at the following link:

<https://mahara.ats2020.eu/view/view.php?id=468>

Additionally, trainers and country coordinators were provided with support and information through the following Mahara-groups:

Admin Support: <https://mahara.ats2020.eu/group/view.php?id=6>

ATS2020 Trainer Online Forum: <https://mahara.ats2020.eu/group/view.php?id=7>

ATS2020 Community of Practice: <https://mahara.ats2020.eu/group/view.php?id=4>

An exhaustive overview over Mahara and its features is given at the Mahara Manual at <http://manual.mahara.org/en/17.04/index.html>.

2.4 TRAINING

It is important to provide the teachers involved in the project with a clear and common understanding of the use of the ATS2020 learning platform developed, under the scope of the project. Therefore, **face-to-face workshops** and **online webinars** were offered, as well as Mahara pages devoted to topics of common interest.

Here is a selection of the resources available (partly only for logged-in users of Mahara for ATS2020):

WA4: **ATS2020** **Learning** **Environments:**
<https://mahara.ats2020.eu/view/view.php?id=149> (Resource for all tools which were planned for ATS2020 by: 13 November 2015, including OneNote/Office 365 and Mahara)

Manage Institutions in Mahara (Slide presentation at <https://mahara.ats2020.eu/view/view.php?id=468> and webinar recording at <https://donau-uni.adobeconnect.com/a965712322/p4ambjtmhfq/?proto=true>). The webinar was held twice in January 2016 for country coordinators of the ATS2020 pilot and the to-be institution admins.

As Mahara for ATS2020 (<https://mahara.ats2020.eu>) was established in April 2016, when some trainers and country coordinators already had established ePortfolios in the “old” Mahara (see above), it was necessary to guide users “How to Export and Import ePortfolios from one Mahara to another”. The slide presentation is available at <https://mahara.ats2020.eu/view/view.php?id=468>.

As the plugin “My Learning” is crucial for the ePortfolio platforms used in ATS2020, an own ePortfolio page about the “Work with MyLearning” was set up at <https://mahara.ats2020.eu/view/view.php?id=179>.

These and further resources can be found as D. 2.4 (Further development of tools) or, respectively at <https://mahara.ats2020.eu/view/view.php?id=468>.

2.5 EVALUATION

The success of an initiative is determined by the extent to which intended and unintended project outcomes are achieved and how they have affected stakeholders. Planning for evaluation should identify and map baseline information as well as ensure that ongoing access to consistent data sources will be available through monitoring over the life of the initiative.

All relevant stakeholders – especially teachers and teacher trainers – were providing feedback and comments. Evaluation was collected following training activities and via the

above mentioned Mahara groups to ascertain teachers and student's reactions. Comments were evaluated and led to the elaboration of further training materials, installation of plugins and/or adaptation of the platform, whenever possible. Findings and recommendations from reviews regarding the ePortfolio platform were considered to foster implementation improvement.

2.6 MAJOR ROLES

Mahara offers the roles

- Administrator (for the whole platform)
- Country coordinator
- Institution Administrator
- User

For ATS2020, all country coordinators were trained on how to manage an institution and an institution was created for them for training purposes. As only the administrators of the platform can add institutions, institutions for the ATS2020 piloting schools were added at request by the ATS2020 administrator (Gregor Pirker). The process was described in an ePortfolio page "ATS2020 Piloting. Registration issues" which was presented at the ATS2020 partner meeting in Dublin in May 2016 and is available via <https://mahara.ats2020.eu/view/view.php?id=957>.

Each school was registered as an institution. The institution administrator can set up groups for each class in the school (with advanced features, such as handing in ePortfolio pages or collections for assessment). Groups with simple features can be created by every user. Thus, also students can create groups if they like them in order to collaborate (or even for private purposes).

3 MAHARA DEVELOPMENT AND FEATURES TO SUPPORT ATS2020

3.1 ABOUT

Mahara is an Open Source Software for ePortfolios. The Mahara community, very helpful in 3rd level support, maintains regular developer meetings (led by Mahara Frontwoman Kristina Hoepfner) in which Gregor Pirker, system administrator for Mahara for ATS2020 participated.

Mahara for ATS2020, available at <https://mahara.ats2020.eu/> is not limited regarding the time of service. It can be used by teachers and students, even after the end of the project with limited support through the Mahara project team.

Generally speaking, Mahara is a Content Management System (CMS) which is user-centered, as ePortfolios themselves should also be. This means that the user has a range of possibilities, such as creating own groups or deciding what to share with whom and when.

3.2 SERVICES DEVELOPED/EMBEDDING OF OTHER PROGRAMMES

3.2.1 User Dashboard

A user-centered approach as described above, leads to shortcomings as far as the management through the teacher is concerned. A **dashboard** that gives a better overview about the latest developments in what was done by other users recently was created/adapted for ATS2020 and is now part of the core of Mahara. This means, that other users benefit from the development done for ATS2020.

3.2.2 Plugins and iframe

Mahara allows the user to work with a range of features, allowing them to embed products from other platforms. For ATS2020 purposes, Mahara plugins were installed that allow users, for example, to use Dropbox content or content from a Microsoft platform.

Furthermore, a range of iframe sources which allow to embed content from external sites user's pages, inside HTML <iframe> elements were utilised. Typically this is used to display content hosted elsewhere. Users made use of iframe-embedding from Google docs, Google slides, and further Google products. Users also could embed videos, for example via Youtube and Vimeo. Pictures can be embedded for example from Photosnack or Flickr.

Many teachers like to work with Padlet, which could be embedded via iframe, as well. Furthermore, the embedding of Mindmaps, for instance via WiseMapping, was made possible and was also used for teaching and learning purposes.

Allowing of iframe embedding was done in close collaboration with the teachers who were asking the site administrator for additions.

A major plugin for ATS2020 is the "Learning" plugin, known as "My Learning" (see above). Documentation and user help for utilizing this plugin was provided via the ePortfolio page "My Learning" at <https://mahara.ats2020.eu/view/view.php?id=179>.

3.2.3 Smart Evidence

Mahara also allows experiments with the embedding of competence frameworks on the basis of Smart Evidence (<http://manual.mahara.org/en/17.04/administration/smartevidence.html>). This feature should associate competences/skills "automatically with an evidence map for a visualisation of the competencies already gained, in progress, and not yet started" (ibid.)

The Mahara team at Danube University Krems did a few tests, trying to make Smart Evidence work in Mahara for ATS2020. Unfortunately, the mapping of evidence for ATS2020 skills could not be implemented successfully during the time of the project.

4 IMPLEMENTATION

In the “User and Technical Requirements Report for ATS2020’s Learning Platform” (**Deliverable 2.1.1**) different use case models are described:

1. Domain name registration
2. User Registration
3. User Login and landing page
4. Teacher Dashboard
5. Student Dashboard

In this section, the implementation process for these use cases is described in more detail.

4.1 DOMAIN NAME REGISTRATION AND DNS HOSTING

The domain name registered for the implementation of the ATS2020 programme is “ats2020.eu”. The DNS servers of the Cyprus Pedagogical Institute provide DNS hosting for all the provisioned services under this domain.

4.2 USER REGISTRATION

All persons participating in the ATS2020 project need a **user account** before they can sign in and access ATS2020’s Mahara ePortfolio platform and the related services. The System Administrator and the country coordinators (in the role of institution administrators) handle **user registration**. An administrator can add users to his/her institution in Mahara either one by one or via CSV upload. As the CSV upload was difficult for a range of institution admins, help through the system administrator was provided. The admin (Gregor Pirker) offered those, who did not want to bother with registration, CSV upload of school groups (usually organized in an institution). This service was used by most of the ATS2020 institution administrators at the beginning of the pilot and at the beginning of the following school year.

The procedure of user registration for all ATS2020 technical services (Mahara, Office 365/OneNote Class notebook/ EIS testing database) is explained at <https://mahara.ats2020.eu/view/view.php?id=957>. The page was presented at ATS2020 partner meeting 4 in June 2016 in Dublin.

4.3 USE OF THE SITE

“Terms and Conditions” regulate the use of Mahara for ATS2020. These “Terms and Conditions” are published at: <https://mahara.ats2020.eu/terms.php>.

The “Privacy statement” is an extension of the “Terms and Conditions” and informs users about collection and use of personal information as well as storage and security of this information and the use of Cookies. It is available at: <https://mahara.ats2020.eu/privacy.php>.

Furthermore, a Landing Page gives information about Risks and Legal Aspects of working with the platform (and similar platforms). The Landing page can be seen by logged-in users at <https://mahara.ats2020.eu/view/view.php?id=176>.

The login procedure leads to the pages as follows:

1. Logged-out home

Welcome to Mahara for **ATS2020!**

ATS2020

Mahara is a fully featured electronic portfolio system with social networking features to create online learning communities and ePortfolios and thus a perfect tool for 21st century teaching and learning. That's why we were using it for the project EUfolio. As it has great features for assessment, as well, it is also one of the platforms for **ATS2020 (Assessment of Transversal Skills)**.

For more information you can read the [about page](#) or, alternatively, please feel free to contact us.

Users of **Mahara for ATS2020** agree to the Terms and Conditions as published at <http://mahara.ats2020.eu/terms.php>

About Mahara

Mahara is a fully featured open source electronic portfolio system and learner centred Personal Learning Environment. The system provides learners with a structured way of recording learning history as well as of demonstrating experiences, achievements and evidence of learning.

Mahara.org

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Create
Develop your portfolio
Create your electronic portfolio in a flexible personal learning environment

Share
Control your privacy
Share your achievements and development in a space you control

Engage
Find people and join groups
Engage with other people in discussion forums and collaborate with them in groups

Links and resources

- ATS2020 Project Website
- ATS2020 on Twitter
- ATS2020 Guides for Tools (and the platforms)

Terms and conditions Privacy statement About Contact us

<https://mahara.ats2020.eu/>

2. Logged-in home

Welcome to Mahara for **ATS2020!**

ATS2020

A **landing page** for teachers, trainers, and partners with some information on Mahara, ePortfolios and ATS2020 can be found [here](#).

Mahara is a fully featured electronic portfolio system with social networking features to create online learning communities and ePortfolios and thus a perfect tool for 21st century teaching and learning. That's why we were using it for the project EUfolio. As it has great features for assessment, as well, it is also one of the platforms for **ATS2020 (Assessment of Transversal Skills)**.

For more information you can read the [about page](#) or, alternatively, please feel free to contact us.

Users of **Mahara for ATS2020** agree to the Terms and Conditions as published at <http://mahara.ats2020.eu/terms.php>. Users must have read and understood the Privacy Statement and the Risks and Legal Aspects of working with students on platforms.

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Share
Control your privacy
Share your achievements and development in a space you control

Engage
Find people and join groups
Engage with other people in discussion forums and collaborate with them in groups

Terms and conditions Privacy statement About Contact us

Andrea Ghoneim

My groups:

- Admin Support (Administrator)
- ATS2020 - Community of Practice (Administrator)
- ATS2020 Impressionism Activity (Administrator)
- ATS2020 Trainer Online Forum (Administrator)
- ATS 2020 - Two Day Workshop (Administrator)
- Exemplar ePortfolios (Administrator)
- GR_Phase B_Teachers_Impressionism (Administrator)
- Pehilvanides
- testa (Administrator)
- testa v.2 (Administrator)
- Understanding Groups

<https://mahara.ats2020.eu/>

3. Landing page

Welcome to Mahara for ATS2020

by ATS2020

This is a section of Mahara for Trainers and Teachers - a so-called "institution". For some of you, this might be the first page you see when entering Mahara for ATS2020. Therefore, you can find links to some general information about ePortfolios and Assessment as well as on the project ATS2020 below. The page is also useful to see events (webinars, workshops...) of the project as soon as they come up. Please do also scroll down to read the text about risks and legal aspects of working with this (and other) platform(s). With using Mahara for ATS2020 you agree with the general Terms and Conditions and the Privacy Statement as well as obliging yourself to follow the information for protection of students' sensitive data from unintentional leakage.

Risks and legal aspects, update

A presentation on Risks and Legal Aspects of ATS2020 learning platforms was added to the page "ATS2020 piloting. Registration issues" at the end of June 2016. Please make sure that your users are acquainted with these aspects (see more on it below, as well). Some piloting countries might also need informed consent sheets of the parents which are provided via Sharepoint.

Working with this (and maybe other) platforms: Risks and Legal Aspects

Mahara is fun to use. However, each user (in whichever role) should be aware that using this platform means that s/he agrees to the terms and conditions. You are also obliged to follow the information below.

Important information for Protection of Students' sensitive data from Unintentional Leakage

All ATS2020 documents that contain student personal

New in Mahara 17.04

ATS2020 Resources Portal

20170310ATS2020resources.png

Final Meeting in Brussels: the last Group Picture

ats2020groupPic.jpg

Partner Meeting in Zagreb in Spring 2017

The partner meeting in Zagreb in Spring 2017 was a very active one - with a workshop on learning analytics, a school visit and much more. Get an impression of it via "ATS2020 in Zagreb: Our Twitter story".

Worth a visit:

<https://mahara.ats2020.eu/view/view.php?id=176>

4.4 DASHBOARD

The Dashboard (as described above) is accessible for logged-in users. It can be edited to suit different needs. In general, the dashboard is the same for teachers and students.

Welcome to Mahara for ATS2020!

ATS2020

A **landing page** for teachers, trainers, and partners with some information on Mahara, ePortfolios and ATS2020 can be found [here](#).

Mahara is a fully featured electronic portfolio system with social networking features to create online learning communities and ePortfolios and thus a perfect tool for 21st century teaching and learning. That's why we were using it for the project EUfolio. As it has great features for assessment, as well, it is also one of the platforms for **ATS2020** (Assessment of Transversal Skills).

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My groups:

- Admin Support (Administrator)
- ATS2020 - Community of Practice (Administrator)
- ATS2020 Impressionism Activity (Administrator)
- ATS2020 Trainer Online Forum (Administrator)
- ATS 2020 - Two Day Workshop (Administrator)
- Exemplar ePortfolios (Administrator)
- GR_Phase B_Teachers_Impressionism (Administrator)
- Pehlivanides
- testa (Administrator)
- testa v.2 (Administrator)
- Understanding Groups

Online users (Last 10 minutes)

Andrea Ghoneim (aghoneim)

Show all online users

Links and resources

Latest changes I can view

Inbox

Welcome to Mahara for ATS2020

Aikaterini Stamatopoulou (aikat.stamatop) has...

Dashboard for Mahara (view for user Andrea Ghoneim on 2018-03-01)

The Dashboard shows a welcome message which differs according to the institution a user belongs to. After this welcome (in the example above it stretches till the Disclaimer) the generated Block “**Latest changes I can view**” shows ePortfolio pages that have been changed and are accessible – either because they were shared in a group to which the user belongs or because they were shared with the user personally or because they are openly accessible.

The Block “Inbox” shows the latest messages received via Mahara.

Dashboard for Mahara, continued (view for user Andrea Ghoneim on 2018-03-01)

Furthermore, the dashboard shows Watched pages (which are pages the user has put on her/his watchlist – i.e. pages s/he wants to have an eye on), the user’s own ePortfolio pages (as “My portfolios”) and “Topics I am following” which shows different types of messages (such as group postings or comments on the bottom of one’s pages or reactions to comments one has left at someone else’s page). Every block can be configured by the user to select for example the type of messages to be shown.

4.4.1 User profile

Each user has a profile page which s/she configures, maintains and fills with content him-/herself. There is no difference between teacher and student as far as the authorizations are concerned. The profile page is the only page which can be seen by every registered user. All other Mahara pages can only be seen by the user unless s/he shares them with other users/groups or publicly (on the World Wide Web).

4.4.2 File repository

File repositories are integrated in Mahara.

Files

Here are your images, documents and other files for inclusion in pages. Drag and drop a file or folder icon to move the file or folder between folders.

Upload file

☐ Yes: The file I am attempting to upload is my own or I have express permission to reproduce and/or distribute this item. My use of this file does not breach any local copyright legislation. This file also adheres to the terms and conditions outlined on this site.

File Keine Dateien ausgewählt. (Maximum upload size 110MB)

Drop files here to upload

NAME	DESCRIPTION	SIZE	DATE
commentfiles	Files attached to comments on your portfolio	46.1K	20/06/2016
Dublin2016	ATS2020 partner meeting in Dublin	3.2M	08/09/2016
images	Image files	160.6K	31/03/2016
imports			16/06/2016
0_MaharaLearning Analytics.pdf		1.5M	16/03/2017
01_ATS2020Eisenst ad20161020.pdf	Bewertung, Evaluierung und Feedback in lernerInnenzentrierten Lernräumen. Am Beispiel der E-Portfolio-Nutzung für das Projekt ATS2020 (Assessment of Transversal Skills/Bewertung fächerübergreifender...	9.4M	24/10/2016

File repository (view for user Andrea Ghoneim on 2018-03-01)

There are personal file repositories as can be seen in the screenshot above (file repository of Andrea Ghoneim). There, files can be uploaded and a description for the file can be added at wish. Furthermore, files uploaded to any personal ePortfolio page will be also stored in the personal file repository.

Group file repositories can be maintained by groups. They are practical for collaborative work – for example if a group of students collects images of plants for a biology lesson.

4.4.3 Journal, My Learning and ePortfolio

Mahara allows users to maintain journals. Learning Journals are used alongside ePortfolio work, for example to reflect learning. Users can have multiple journals. Journal entries can be tagged.

The screenshot displays the Mahara ePortfolio interface. At the top, there is a blue header bar with the 'ATS2020' logo and a search bar. Below the header, the main content area shows 'Andrea's ATS2020 blog'. The blog entry titled 'Looking forward to the ATS2020 final conference' is published on Tuesday, 02 January 2018, at 3:06 PM. The entry includes tags such as 'ePortfolio', 'patterns of assessment', 'assessment tools', 'transversal skills', 'conference', and 'ATS2020'. The text of the entry discusses the completion of the ATS2020 project and the upcoming final conference in Brussels. A second entry titled 'Google Classroom and Mahara compared by students' is also visible, dated Friday, 06 October 2017. On the right side, a sidebar menu provides navigation options including Dashboard, Content, Profile, Profile pictures, Files, Cloud services, Journals, Résumé, Plans, Notes, Europass, Learning, Portfolio, and Groups. The 'Groups' section lists 'testa (Administrator)', 'testa v.2 (Administrator)', and 'Understanding Groups'. At the bottom of the sidebar, it shows 'Online users (Last 10 minutes)' with 'Andrea Ghoneim (aghoneim)' listed.

Journal of user Andrea Ghoneim on 2018-03-01

Journals cannot be seen by other users, unless the creator embeds them in an ePortfolio page which is shared with others. Journal entries can also be embedded in a filtered way – selected according to the tags the user gave them.

On the following screenshot you can see how the journal shown above looks for an external user (it is embedded in the WP2 ePortfolio and accessible for everyone via WWW):

The screenshot shows the Mahara interface for the 'ATS2020: Technology and Tools' collection. At the top, there's a blue header with the ATS2020 logo and a search bar. Below the header, a navigation bar indicates the current page is 1/5. The main content area is titled 'ATS2020 - Tools and Technology: bibliography + research' and includes a byline for Andrea Ghoneim. A 'Tags' section lists 'assessment', 'ATS2020', 'CMS', 'ePortfolio', 'LMS', 'platforms', 'transversal skills', and 'formative assessment'. A detailed description of the collection follows, mentioning it's a Mahara collection of products and processes for Work Package 2. It lists key partners and contributors. A note states that the space is semi-official and documents have restricted access. A link to the official project website is provided. On the right side, there are two widgets: 'WP2: Overview' and 'ATS2020: Tweets'. The 'WP2: Overview' widget lists the work package, lead, essential partners, deliverables, and a list of documents. The 'ATS2020: Tweets' widget shows a tweet about a blog post titled 'Tools, Platforms, and bases for learner-centered, assessment-based work in classroom. Andrea's ATS2020 blog'. Below the widgets, there's a section titled 'ATS2020 Tools and technology model' which mentions the presentation of the pilot plan.

ATS2020 - Assessment of Transversal Skills (for students, aged 10 to 15 years): Technology and Tools

This is a Mahara collection of products (and processes) of Work Package 2: Technology and Tools

It bases the work of the ATS2020 WP2 key partners: Anastasia Economou, Nicolas Kanaris, Haris Zacharatos, John Hurlley, Jarmo Viteli, Reet Taimsoo, Hele Lukki-Lukin, Anne Mai Saar, Peter Baumgartner, Bernhard Ertl, Isabell Grundschober, Tina Gruber-Mücke, and Andrea Ghoneim. It contains valuable contributions of other ATS2020 partners, namely Mitja Čepić Vogrinčič and Dora Nousia. Editing: Andrea Ghoneim

Please note that this should be considered a semi-official space (work in progress). Please note further, that most of the documents collected here are considered documents with restricted access. They mainly inform the project ATS2020 and are not intended to be public. As they might give a good insight into our "project kitchen" you can have a glance at them, anyway. And you are, of course, welcome to comment!

Learn more about ATS2020 at the official project website at <http://ats2020.eu>

WP2: Overview

ATS2020 Work package 2: Technology and Tools

WP Lead: DUK (Danube University Krems)

Essential Partners: CPI (Cyprus Pedagogical Institute Latsia, Nicosia), INNOVE (Foundation of INNOVE, Tallinn, Estonia), H2 Learning Limited, Dublin, Ireland, UTA (University of Tampere)

Deliverables:

- D. 2.1: Specification of Tools for a Formative Assessment Process
- D. 2.2: Describe Tools and Affordances for Student-centered Learning and Assessment
- D. 2.3: Customisation/development of Tools
- D. 2.4: Support for Key users, evaluation and further development of the tools

ATS2020 Tools and technology model

the presentation of the ATS2020 tools and technology plan for the pilot (and thus for assessment) was available

ATS2020: Tweets

#ats2020-Tweets

Tools, Platforms, and bases for learner-centered, assessment-based work in classroom. Andrea's ATS2020 blog

Assessment of Transversal Skills 2020: an Erasmus + Project under Key Action 3: Support for Policy Reform

Coordination: CPI, Cyprus - Duration: March 2015 - February 2018

Tags: ATS2020

Looking forward to the ATS2020 final conference

Posted by Andrea Ghoneim on 02 January 2018, 3:06 PM

Tags: ePortfolio, patterns of assessment, assessment tools, transversal skills, conference, ATS2020

"Andrea's ATS2020 blog – here entitled "Tools, Platforms, and bases for learner-centered, assessment-based work in classroom. Andrea's ATS2020 blog" embedded on the right side of the page <https://mahara.ats2020.eu/view/view.php?id=178>

MyLearning is available via the content block of the Dashboard, as well:

The screenshot shows the 'My Learning' section of the Mahara dashboard. On the left, there's a list of learning stages: 'New learning', 'Learning', 'digital competences', 'Evaluating Internet Resources', and 'test'. Each stage has an 'Edit Delete' link. On the right, there's a sidebar with a 'Dashboard' menu. The 'Content' menu is expanded, showing options like 'Profile', 'Profile pictures', 'Files', 'Cloud services', 'Journals', 'Résumé', 'Plans', 'Notes', 'Europass', 'Learning', 'Portfolio', and 'Groups'. The 'Learning' option is highlighted in red.

My learning

New learning

Learning

digital competences 0 Edit Delete

Evaluating Internet Resources 0 Edit Delete

test 0 Edit Delete

3 learning

Dashboard

Content

Profile

Profile pictures

Files

Cloud services

Journals

Résumé

Plans

Notes

Europass

Learning

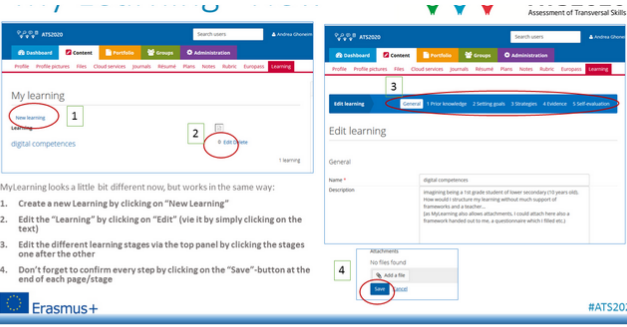
Portfolio

Groups

Screenshot of "MyLearning" of Andrea Ghoneim

The feature "My Learning" allows students to describe the learning stages as of the ATS2020 Learning Model. They can also link to evidence and/or attach documents to the

“Learning”. The descriptions, however, are only visible to others (including the class teacher) if “My Learning is embedded in an ePortfolio page. The Mahara page “Work with MyLearning” gives further advice for teachers and learners and shows an example of an embedded learning entitled “digital competences”



digital competences

imagining being a 1st grade student of lower secondary (10 years old). How would I structure my learning without much support of frameworks and a teacher... [as MyLearning also allows attachments, I could attach here and in all Stages of My Learning, like "1 Vorwissen" a framework handed out to me, a questionnaire which I filled etc.]

Comments (0)

Prior knowledge

I read a book about dogs. It is "**Inside of a Dog: What Dogs See, Smell, and Know**" by Alexandra Horowitz. It was a birthday present :-)

I found more information about this book on the web at <http://www.mnn.com/family/pets/stories/6-books-every-dog-owner-should-read#ixzz3JvRokfy>

The web page recommends more books :-D

After I saw the questionnaire of my teacher, I understood that there are so many skills I have to gain in order to find good, valuable information. The questionnaire is attached, and it shows what I can do already and what I want to learn.

My teacher said, she will help us to learn how to evaluate information. I am looking forward to that!

Goals and criteria of success

I want to find good information about dogs on the web and I want to collect it and share it with other dog lovers.

-> what is "good information"?

-> how to collect information

-> how to share it with other people

I have to find out more about this and then I'll go back here to set my criteria of success :-)

Strategies

I have to train media competences in order to

Screenshot on guidance material for the use of “MyLearning” including a sample of an embedded “Learning” on “digital competences”: <https://mahara.ats2020.eu/view/view.php?id=179>

4.4.4 Digital learning space for class

The general registration process was described above and via the ePortfolio page at <https://mahara.ats2020.eu/view/view.php?id=957>.

There, it is also explained:

“Schools will get institutions, classes of these schools (or even across the schools) will work in groups (setup is done by your institution admins).”

After the end of the pilot,

“Mahara for ATS2020 has been used by 2848 users who are organised in 203 Institutions (which are mainly schools involved in the projects) and 467 Groups (mainly classrooms, but also groups for teacher training etc.)”. (Slide presentation “Platforms in use for the ATS2020 pilot. Mahara.ats2020.eu” 2017-07-24, embedded in <https://mahara.ats2020.eu/view/view.php?id=302>)

Mahara groups are a digital learning space for a class. There can also be more groups, for example for certain skills, for certain subjects, or for a special project – like a school theater festival.

Groups can be created by every Mahara user. In these groups, ePortfolio pages can be created and shared, forums are there as a place for discussion, and there is a group-owned file repository as mentioned above.

Groups – when set up by an institution or site administrator - allow a range of settings. Membership can be open, controlled (Group administrators can add users to the group without their consent, and members cannot leave the group), or on request (users can send membership requests to the group). There are also different editing privileges.

The institution administrator can create groups with more features, especially regarding assessment.

4.4.5 Formative and summative assessment

Groups created by an institution administrator allow the attribution of roles: group administrator, tutor, and member.

There is also the feature “allow submissions”. This means that members can submit pages to the group that are then locked. These pages cannot be edited until they are released by a group tutor or administrator. This ensures that a page cannot be changed during the assessment process.

The slide presentation “Assessment with Mahara”, embedded in the ePortfolio page “ATS2020 User Support – Guides for Tools” (<https://mahara.ats2020.eu/view/view.php?id=468>) explains the assessment process in detail.

Mahara is mainly a learner centered tool, therefore, there is no feature for summative assessment foreseen. However, teachers (and peers) can use rubrics to assess and add these rubrics as an attachment to comments one can leave at the bottom of the page. This comments-field is also used for non-formal, formative assessment.

However, if a teacher/peer leaves a comment at the end of a page, s/he must be aware that the owner of the page can delete the comment. Therefore, it is advisable to store comments in an additional place – for example in a Learning Management System.

The screenshot displays the Mahara ATS2020 interface. At the top, there is a blue header bar with the ATS2020 logo and a search bar. Below the header, a blue box contains the Creative Commons license information: "Creative Commons license" and "ATS2020 User Support - Guides for Tools (D. 2.4) by Andrea Ghoneim is licensed under a Creative Commons Attribution-NonCommercial-Share Alike 3.0 Unported license. Permissions beyond the scope of this license may be available from Andrea Ghoneim."

The main content area shows a submission form with a dropdown menu set to "ATS2020 - Community of Practice" and a "Submit" button. Below the form is a "Comments" section. The first comment is from Gasper Cankar (gasper.cankar@guest.arnes.si) dated 21 April 2016, 1:58 PM, stating "Everything in one place! Thanks! Andrea, this is awesome!". The second comment is from Andrea Ghoneim (aghoneim) dated 21 April 2016, 10:20 PM, with an update at 10:25 PM. It says: "Wow, I already had a visitor! Thanks for the compliment :) It was actually Nicolas who had the idea to collect all guidance material (there is also a collection of these files on Sharepoint). In order to have „really_“ everything in one place I added a screencast about "Creating and sharing pages with Mahara". We did this activity live during our workshop in Krems last year, but I thought there might be some trainers who'd maybe like to refresh their skills. Of course, everyone is invited to reuse the material collected here for his/her own trainings."

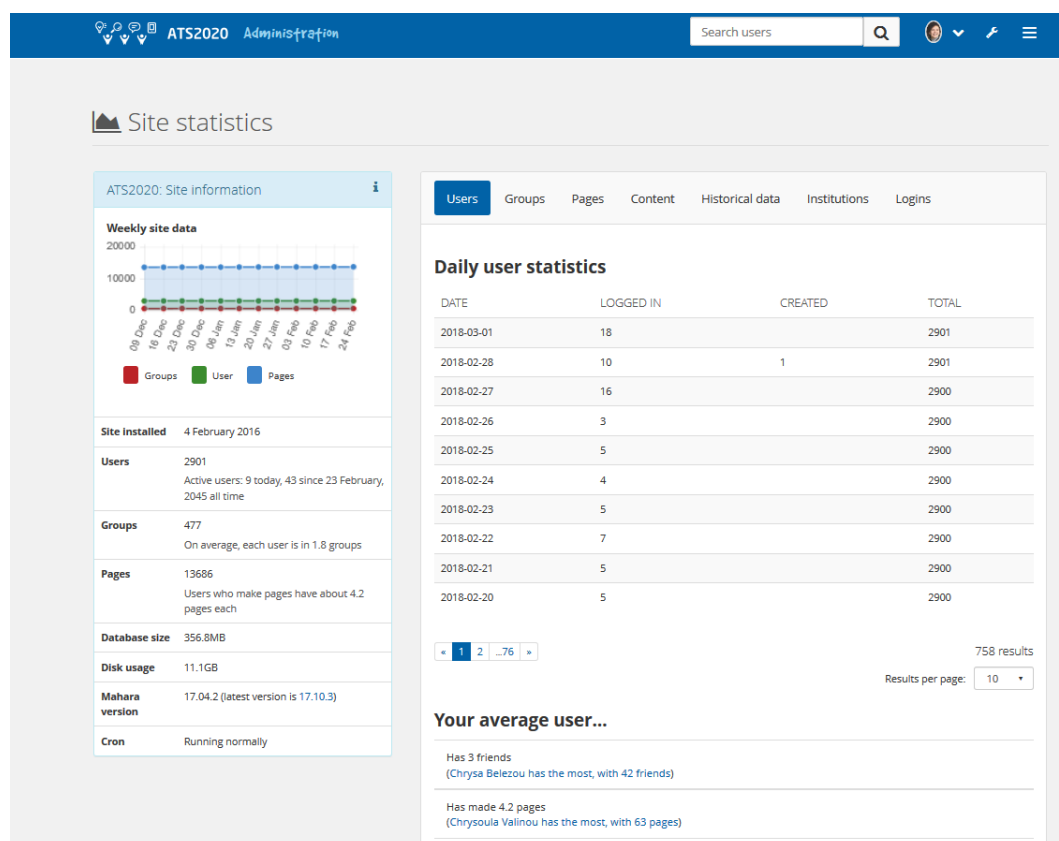
The third comment is from Reet Taimsoo (reet.taimsoo - reettaimsoo) dated 25 April 2016, 9:34 PM, stating: "Dear Andrea, it really has been fun to create pages and try out things on Mahara, thank you so much for all these tutorials and explanations! I have a question about institutions: what do the members of institution". Each comment has a trash icon to its right for deletion.

Bottom of a page (<https://mahara.ats2020.eu/view/view.php?id=468>) with option to submit the page to the group "ATS2020 – community of practice" and with comments. Further down, visitors get the option to leave a comment themselves; a file can be attached, as well. The trash-symbol allows the creator (in this example: Andrea Ghoneim) to delete comments if they are unwanted.

4.5 LEARNING ANALYTICS

The ATS2020 project team maintained efforts to establish learning analytics with its platforms until the middle of the project. It however proved to be not only technically challenging to implement analytics tools in the chosen platforms.

To date (end of February 2018), Mahara doesn't offer learning analytics. However, site statistics can be made by the site administrators.



Site statistics (main view) of 28 February 2018.

Selected site statistics were presented during the ATS2020 project meeting in spring 2017 in Zagreb in the framework of a workshop on learning analytics, led by Riina Vuorikari (of JRC-IPTS)³. The presentation “Mahara, ePortfolios, and Learning Analytics” is available at <https://mahara.ats2020.eu/view/view.php?id=302>.

The ATS2020 project team also participated in a survey of the project “Advanced analytics in Mahara” (<https://aaimproject.com/>). The project, led by the University of Sussex and supported by Dublin City University, aims at enhancing existing analytics capabilities within Mahara. Since July 26, 2017, testing is taking place for new reporting features for page activity, group activity, user activity and collaboration. New developments can be obtained via the project blog at <https://aaimproject.com/blog/> or via the Mahara community (<https://mahara.org/>).

³ <https://ec.europa.eu/jrc/en/person/riina-vuorikari>