



**ATS2020**  
Assessment of Transversal Skills



# Learning Scenarios

ATS2020 - Assessment of Transversal Skills 2020  
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ATS2020

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## ATS2020 - Assessment of Transversal Skills 2020

### D3.3: Learning Scenarios

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- Learning Designs booklet ([https://resources.ats2020.eu/resource-details/LEDE/ld\\_booklet](https://resources.ats2020.eu/resource-details/LEDE/ld_booklet))
- Resources and tools online repository (<https://resources.ats2020.eu/learning-designs>)



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## INTRODUCTION

The ATS2020 teachers' professional development Work Package is expected to provide the teachers involved with the necessary clear and common understanding of the ATS2020 learning and assessment model for the development and assessment of transversal skills. It is also expected that the trainings will guide and support teachers, as well as equip them with the necessary tools to develop their learning designs based on the ATS2020 learning model and implement them in the field trials.

Emphasis is given in the active involvement of teachers during the training and the teachers' contribution to the development of the training material and resources. In order to do so, trainers and teachers were introduced to a Visualised Learning Design approach, for which templates were agreed to be used. In addition to the Learning Designs that teachers from each participating country are expected to share on the ATS2020 online resource platform and the two exemplar Learning Designs to be shared by each country in English, the Cyprus Pedagogical Institute developed initially 20 Learning Designs, so as to form an initial pool of ideas and examples on which trainers and teachers could start their own.

A number of scaffolding tools were also developed, in order to facilitate the teachers' learning design process. These include assessment scaffolding tools related to the ATS2020 transversal skills framework.

Furthermore, an online repository has been established in order to host all educational resources, with special collections of the learning designs in micro and macro levels. This resource platform gives the opportunity to teachers to search in multiple ways for the resources they need, as well as to upload and share their own. It is expected that the initial pool of ATS2020 learning designs, as well as other educational resources and tools will be increasing throughout the project.

Finally, a collection of exemplar Learning Designs is published in the form of a booklet.

This deliverable gives an overview of the Visualised Learning Design approach, as well as a short description of the hosting of the Learning Designs on the ATS2020 resource portal and the Learning Designs booklet.

## VISUALISED LEARNING DESIGN

Learning Design is one of the most vital elements of successful teaching and learning, especially when teaching and learning involve innovative approaches and methodologies. The assessment of transversal skills, through an ePortfolio process, involves and requires new skills and tools to support the learning designs. Thus, one important aspect of the teachers' training was the introduction to Learning Design process, since teachers were expected to design their own educational scenarios or adapt existing ones that were developed at project level.

Moreover, sharing good practices and exchanging learning designs among teachers is required by many professional communities. Quite a few projects have been designed, in order to develop common understanding among teachers on Learning design so as to enable them to facilitate sharing, including research projects such as LAMS, RELOAD and JISC.

For that purpose, a Visualised Learning Design (VLD) approach is adapted for the needs of the project, based on the work of the UK Open University and the European project "Design Practice – PREATY"<sup>1</sup>. The project aimed to investigate how the Visualised Learning Design approach, as developed by the UK Open University supports teachers in the design of technology-enhanced activities (Avraamidou and Economou, 2011).

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<sup>1</sup> <http://www.design-practice.org>, <http://www.pi.ac.cy/preaty>

The Visualized Learning Design (VLD) methodology by the Open University team, aims to facilitate the design process and the sharing of Learning Designs. The VLD procedure incorporates three levels of design: macro level, meso level and micro level. The macro level (Course Map View) is the level where teachers/designers discuss their initial rough ideas and get into a general discussion of their Learning Design (LD), similar to a Curriculum design. The meso level (Learning Outcomes View) is the second stage of the VLD methodology, where teachers/designers group and refer to their Learning Design's activities and explicitly set the learning outcomes and expected outputs. Lastly, the third stage of the VLD methodology, the micro level, is the more detailed level which includes specific tools, resources, methodologies and roles for each activity (Conole et al., 2008).

Learning design is approached both as a process and as a product. According to Agostinho (2006), Learning Design is a product or artefact in which learning activities are being documented in a way to enable other teachers to understand and implement them in another context. At the same time LD is considered to be the process that teachers go through, in order to develop their lessons, design learning activities and reform existing lesson plans (Conole, 2008; Masterman, 2008 and Donald et al., 2009).

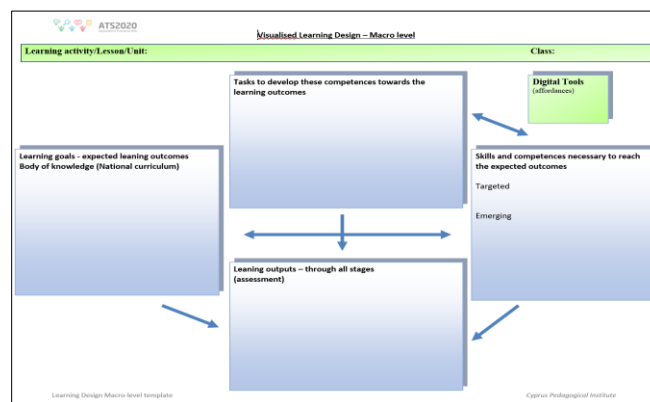
For the purposes of the ATS2020 project, the VLD approach was adapted to the needs of the ATS2020 learning model and its elements. It is expected that this approach helps the ATS2020 partners and trainers to guide and support the participating school teachers in the designing of learning scenarios that will lead to successful ATS2020 learning model goals, while at the same time will enhance better communication among teachers and stimulate innovative pedagogical activities while designing.

For that purpose, the following templates were introduced:

- *Macro level design* template (Appendix 1) (<https://resources.ats2020.eu/resource-details/ADM/macrolevel>)
- *Meso level design* template as optional (Appendix 2) (<https://resources.ats2020.eu/resource-details/ADM/mesolevel-template>)
- *Micro level design* template (Appendix 3) (<https://resources.ats2020.eu/resource-details/ADM/micro-level>)
- *Developed learning scenario* template (for publishing on the online portal) (Appendix 4) ([https://resources.ats2020.eu/resource-details/ADM/LD\\_template](https://resources.ats2020.eu/resource-details/ADM/LD_template))

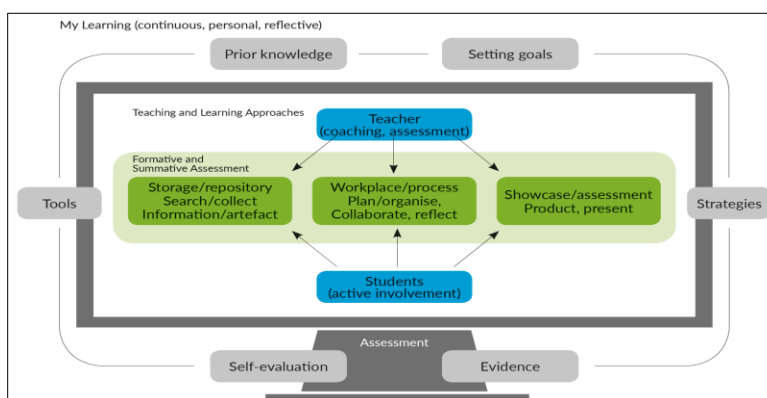
The Macro level design template, was adapted to the specific elements of the ATS2020 learning model, focusing on the following 5 areas:

- Learning goals - expected learning outcomes that correspond to the school's (national) curriculum
- The ATS2020 transversal skills (based on the ATS2020 framework)
- Tasks to develop these skills towards the learning outcomes
- Learning outputs through all learning stages that will also serve as formative and summative assessment
- Digital tools to be used (based on their affordances)



*The Visualised Learning Design approach – Macro level*

In order to be able to employ the macro level effectively in their learning designs, teachers need firstly to understand and adapt the ATS2020 learning model elements. That is, they need to be able to design such innovative activities in order for the students' transversal skills to develop, and at the same time use ePortfolio, the assessment scaffolding tools, My Learning Journal and the online learning environment affordances, within the school curriculum. They should understand and use the ePortfolio three-level developmental process (repository, workspace and showcase) (Abrami and Barrett, 2005) with an embedded continuous reflection cycle of "My learning" by using the "My Learning journal" tool (as introduced in the *EUfolio- EU Classroom ePortfolios* project 2013-2015<sup>2</sup>).



ATS2020 Learning and Assessment Model

This is not an easy process. Coaching was essential to use the macro level template, whereas at the same time the macro level template supported the coaching towards the teachers' training on the ATS2020 learning model elements. Moreover, co-teaching used in a number of cases, very efficiently supported this process.

Through the whole learning design process, the teachers were scaffolded to think about the ATS2020 learning model, focussing on its elements and their successful deployment: the activities to be aligned with the learning goals (curriculum and transversal skills goals), the teacher's role in each activity as a facilitator for students' learning, students' role actively involved in their own learning, material and tools to be used based on their affordances, assessment of, for and as learning, learning outputs and evidence for assessment. The process of designing learning followed, aimed to help the teachers think deliberately about choosing learning objectives to develop transversal skills, creating activities that meet the learning goals, applying assessment that corresponds to the expected learning outputs. Thus, support the teachers to align learning goals with activities and assessment.

## HOSTING LEARNING DESIGNS ON THE ATS2020 RESOURCE PORTAL

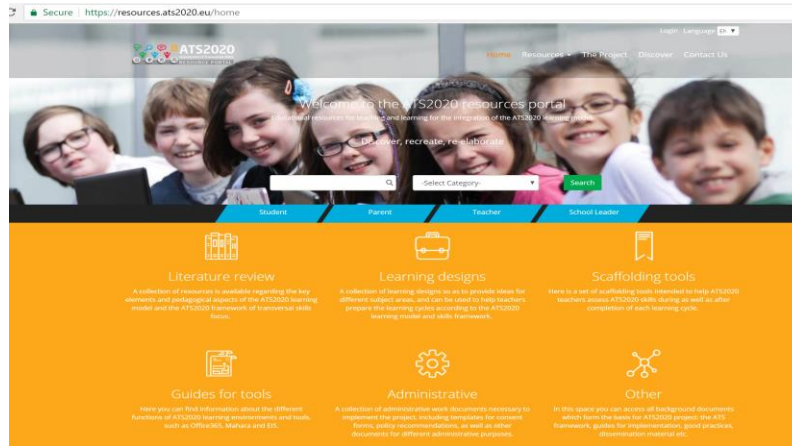
One of the aims of the ATS2020 project was to train teachers and support them to actively contribute to the learning design of ATS2020 activities in their classrooms. However, knowing from the beginning, that this cannot be the most appropriate case for all teachers, depending on the teachers' profile, context of work, confidence, competence and time availability, teachers were expected to use and adapt existing ATS2020 learning designs or create their own. In both cases, it was important to support the trainers and teachers in implementing the ATS2020 learning model in their schools, to have an initial pool of examples and exemplar Learning Designs,

<sup>2</sup><http://eufolio.eu>, <https://eufolio-resources.eu>



which would be continuously updated and enriched. At the same time, a number of educational resources and tools should also be available and easily accessible for the teachers to use.

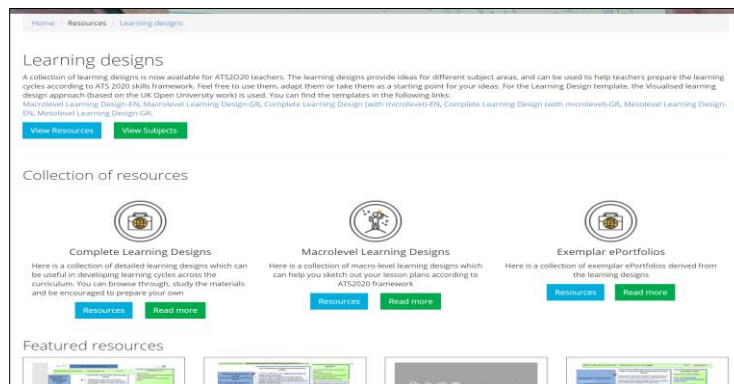
For that purpose, the online resources repository was developed at <https://resources.ats2020.eu> , to bring together the resources developed from all project teams, to have a common reference point and to create a place for autonomous self-directed learning for teachers.



*ATS2020 online resources and tools repository*

More than 80 fully developed and more than 100 macro level learning designs can be found at the ATS2020 resource portal, in all national languages of the implementing countries (<https://resources.ats2020.eu/learning-designs>). All learning designs are under Creative Commons licence to embrace a sharing approach that was desired for the products of the ATS2020. Specifically, learning designs are under the “Attribution-NonCommercial-ShareAlike 4.0 Unported (CC BY-NC-SA 4.0)” licence. This means that people are allowed to copy and redistribute this resource in any medium or format without having to contact the author. They can adapt the material, meaning that they can remix, transform and build upon the material as long as they give appropriate credit, provide a link to the licence, and indicate any changes made. However, they may not use the material for commercial purposes and if they remix, transform, or build upon the material, they must distribute their contributions under the same license as the original. These choices regarding the licence were made to allow and encourage sharing and building on other people’s work, an aspect that is important in education.

The learning designs can be searched through a dynamic search option, as well as through predefined collections, such as Complete Learning Designs, Macro level Learning Designs, Featured or even through Exemplar ePortfolios.



*ATS2020 resources portal – Learning Designs category*



The learning designs provide ideas for different subject areas and different areas of transversal skills and can be used to help teachers prepare the learning cycles according to ATS2020 skills framework. Teachers are free to use them, adapt them or take them as a starting point for their ideas. The learning designs, as a resource, are expected to provide teachers an insight and an understanding of how their own learning designs and lessons could look like, to provide examples of the education process regarding what to teach, how to teach and how to assess in the framework of the project. The pool of learning designs helps the teachers to envision the teaching process with the incorporation of the ATS2020 methodology.

On project level, the first 20 complete learning designs were created before the beginning of the implementation and were uploaded to the resource portal. They were created by a teacher trainer so as to have the teacher's perspective on the model. The list of those lessons with links to the lessons in the resource portal can be found in the table below.

No	Primary/ Gymnasium	Grade	Subject	Title and Description	Link to Resource Portal
1	Gymnasium	C	ART	Self-portraits – Exploration of Identity	<a href="https://resources.ats2020.eu/resource-details/LEDE/Artselfportraits">https://resources.ats2020.eu/resource-details/LEDE/Artselfportraits</a>
2	Gymnasium	A	GEOGRAPHY	Sustainable Development	<a href="https://resources.ats2020.eu/resource-details/LEDE/SustainableDevelopment">https://resources.ats2020.eu/resource-details/LEDE/SustainableDevelopment</a>
3	Gymnasium	A	HISTORY	Archaic Period Art	<a href="https://resources.ats2020.eu/resource-details/LEDE/historyarchaicperiodart">https://resources.ats2020.eu/resource-details/LEDE/historyarchaicperiodart</a>
4	Gymnasium	B	MATH & ICT	Introduction to research	<a href="https://resources.ats2020.eu/resource-details/LEDE/lessonIntroResearch">https://resources.ats2020.eu/resource-details/LEDE/lessonIntroResearch</a>
5	Gymnasium	B	ENGLISH LANGUAGE	Endangered Animals Online Campaign	<a href="https://resources.ats2020.eu/resource-details/LEDE/EndangeredAnimals">https://resources.ats2020.eu/resource-details/LEDE/EndangeredAnimals</a>
6	Gymnasium	A'	ENGLISH LANGUAGE	Fairy-tales writing	<a href="https://resources.ats2020.eu/resource-details/LEDE/WritingFairytale">https://resources.ats2020.eu/resource-details/LEDE/WritingFairytale</a>
7	Gymnasium	C	HOME ECONOMICS – HEALTH EDUCATION	Volunteering	<a href="https://resources.ats2020.eu/resource-details/LEDE/Volunteering">https://resources.ats2020.eu/resource-details/LEDE/Volunteering</a>
8	Gymnasium	B	HOME ECONOMICS – HEALTH EDUCATION	Bullying	<a href="https://resources.ats2020.eu/resource-details/LEDE/Bullying">https://resources.ats2020.eu/resource-details/LEDE/Bullying</a>
9	Gymnasium	A	GREEK LANGUAGE	Argumentative Talk (Unit 3: Journey in the World of Nature)	<a href="https://resources.ats2020.eu/resource-details/LEDE/argumentative">https://resources.ats2020.eu/resource-details/LEDE/argumentative</a>
10	Gymnasium	C	GREEK LANGUAGE	Unit 3: We are all different. We are all the same	<a href="https://resources.ats2020.eu/resource-details/LEDE/different">https://resources.ats2020.eu/resource-details/LEDE/different</a>
11	Primary	Sixth Grade	GEOGRAPHY	Tropical Africa - Chapter 4: Tropical flora and fauna, Chapter 5: Natural Wealth	<a href="https://resources.ats2020.eu/resource-details/LEDE/africa">https://resources.ats2020.eu/resource-details/LEDE/africa</a>
12	Primary	Fifth Grade	GEOGRAPHY	Tourist Development of Cyprus	<a href="https://resources.ats2020.eu/resource-details/LEDE/tourism">https://resources.ats2020.eu/resource-details/LEDE/tourism</a>
13	Primary	Fifth Grade	HEALTH EDUCATION	Children's party organisation Unit 2: Development of safe and healthy lifestyle Subunits: 2.1 Healthy lifestyle and living conditions 2.2 Food & Health	<a href="https://resources.ats2020.eu/resource-details/LEDE/childrenpartyorganisation">https://resources.ats2020.eu/resource-details/LEDE/childrenpartyorganisation</a>
14	Primary	Sixth Grade	HEALTH EDUCATION	Internet Safety Unit: Safety	<a href="https://resources.ats2020.eu/resource-details/LEDE/internet_safety">https://resources.ats2020.eu/resource-details/LEDE/internet_safety</a>
15	Primary	Fifth grade	GREEK LANGUAGE	Unit 11: Games – Electronic Games	<a href="https://resources.ats2020.eu/resource-details/LEDE/games">https://resources.ats2020.eu/resource-details/LEDE/games</a>
16	Primary	Sixth Grade	GREEK LANGUAGE	Unit 16 – Museums	<a href="https://resources.ats2020.eu/resource-details/LEDE/museum">https://resources.ats2020.eu/resource-details/LEDE/museum</a>
17	Primary	Fifth Grade	SCIENCE	Classification of living organisms	<a href="https://resources.ats2020.eu/resource-details/LEDE/living_organisms">https://resources.ats2020.eu/resource-details/LEDE/living_organisms</a>
18	Primary	Sixth Grade	SCIENCE	Soil	<a href="https://resources.ats2020.eu/resource-details/LEDE/soil">https://resources.ats2020.eu/resource-details/LEDE/soil</a>
19	Gymnasium	C	MATHEMATICS	Unit 7: Solid Geometry – Surface area and volume of prism	<a href="https://resources.ats2020.eu/resource-details/LEDE/prism">https://resources.ats2020.eu/resource-details/LEDE/prism</a>
20	Gymnasium	B	HISTORY	Justinian A' and his work (527-565)	<a href="https://resources.ats2020.eu/resource-details/LEDE/justinian">https://resources.ats2020.eu/resource-details/LEDE/justinian</a>

*Initial pool of exemplar learning designs*

The “Impressionism” learning design ([https://resources.ats2020.eu/udata/contents/files/Resources/Learning-designs/ATS2020\\_WA3\\_TrainersActivityLearningDesign\\_Impressionism.pdf](https://resources.ats2020.eu/udata/contents/files/Resources/Learning-designs/ATS2020_WA3_TrainersActivityLearningDesign_Impressionism.pdf)) was used in the transnational training of the trainers as the activity in which trainers took the role of the students to go through the activities of the lesson plan and then as teachers they discussed and reflected upon the learning design and how the ATS2020 model was incarnated in the learning design.

All countries developed learning designs and shared them with the participating teachers in the portal and through the national training programmes.

Teachers from all the countries could share their learning designs in the resource portal as examples for other teachers to use, to get ideas from and to give other teachers an insight on how the model is implemented in action. Exemplar Learning scenarios from all countries, are also published as a booklet “*Learning Designs booklet*” ([https://resources.ats2020.eu/resource-details/LEDE/Id\\_booklet](https://resources.ats2020.eu/resource-details/LEDE/Id_booklet)).

Exemplar ePortfolios are also presented in the portal as examples of good practices <https://resources.ats2020.eu/Exemplar-ePortfolios> . In addition, at the same space, videos of students presenting their ePortfolios and their experience in the project can be found.

The portal has search, download and upload (following a verification and quality process) options, so as to be continuously enriched with resources and tools developed by the ATS2020 community, in addition to the initial ones that were developed on project level.

It has also additional features, such as collections, featured, promoted and most viewed resources, categories and profiles, so as to scaffold the navigation within the portal for those who need it, allowing at the same time a dynamic search option for those who prefer it.

For a complete review of the resource portal and training material and resources please consult Deliverable 3.2. “*Training Material and Resources*”.

## ATS2020 LEARNING DESIGNS BOOKLET

ATS2020 implementing countries provided a number of exemplar learning designs in the English language so as to share a collection of LDs in a booklet form. The printed form of the booklet has a spiral binding, so as to be easily used by a teacher in the classroom, if needed. This booklet presents 18 fully developed learning designs (in micro level) and 10 learning designs in macro level.



*ATS2020 Learning Designs booklet*

Learning designs are also hosted on the online resource platform in both English and national language. In some cases, students’ material and ePortfolios are also included. All learning designs are provided under Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International licence (CC BY-NC-SA 4.0).

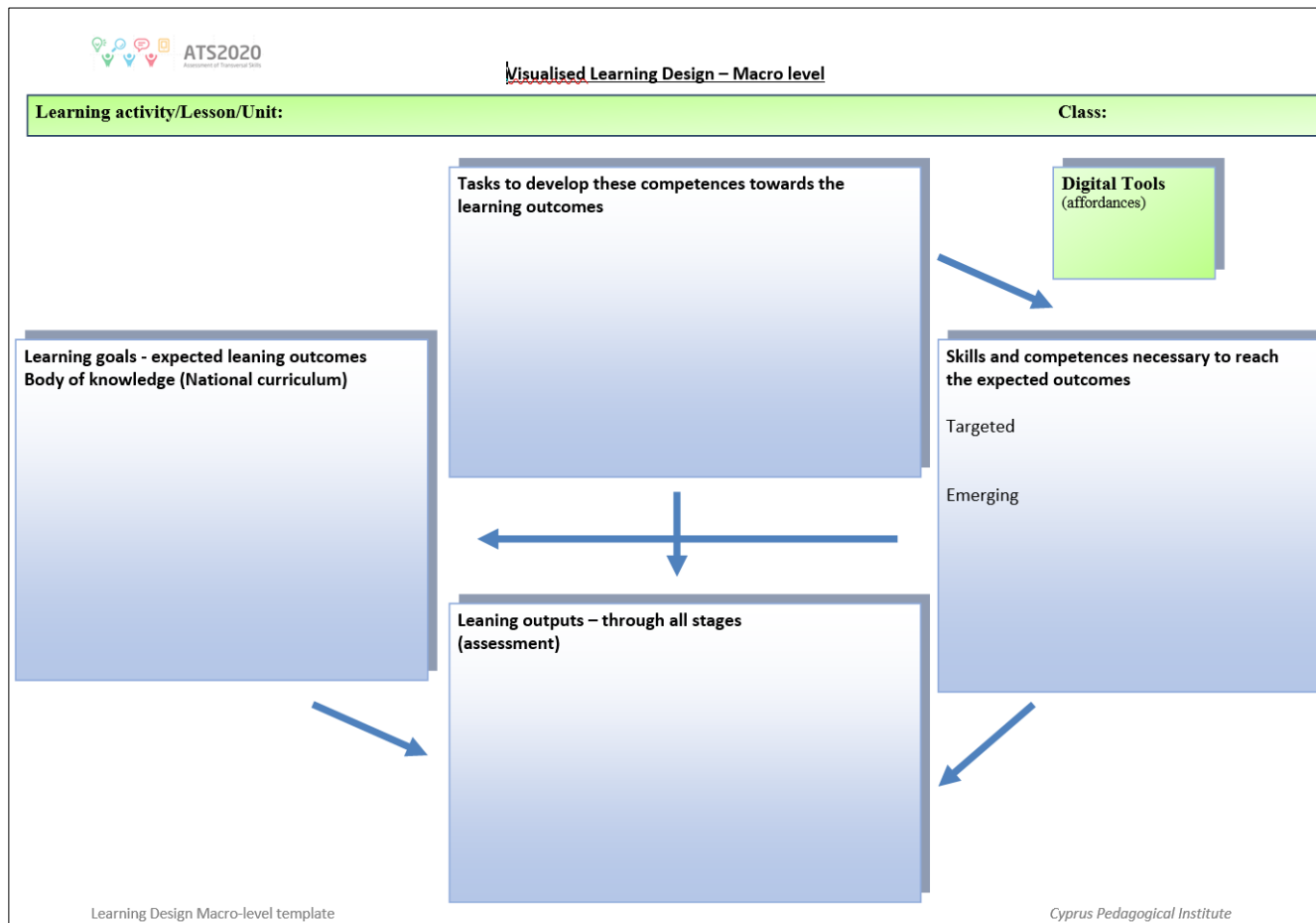
You can find a digital copy (pdf) of the “Learning Designs booklet” at ([https://resources.ats2020.eu/resource-details/LEDE/Id\\_booklet](https://resources.ats2020.eu/resource-details/LEDE/Id_booklet)).

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## APPENDIX 1

### ATS2020 Macro level VLD template



## APPENDIX 2

### ATS2020 Meso level VLD template



#### Task Plan

	Tasks and activities	My Learning	Transversal skills to tackle
1	<b>Activity 1:</b> Introduction to the task. - Task 1.1: - Task 1.2:		

## APPENDIX 3

### ATS2020 Micro level VLD template



#### ATS2020 LD Micro-level with My Learning Journal

Activity title	Learning goals – Learning Outcomes		Tasks (teacher/students)	Teacher's role	My Learning	Tools	Methodology – Class Arrangement	Learning Outputs (expected)	Formative Assessment (for specific activities)	By whom (student self, peer, teacher)
	Subject area	Transversal skills								
Activity 1: ...										
Activity 2i:										
Activity ....:										

## APPENDIX 4

### ATS2020 Learning Design template

#### ATS2020 Learning Design template



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**Author(s)/Editor(s):** Name Surname

hosted on <http://mahara.eufolio.eu/group/view.php?id=9>.....

**School:** .....

**LD language:** .....

**General description of the Learning Design (To be presented on the portal. The rest of the information will be downloadable).**

<b>Subject</b>	
<b>LD Title</b>	
<b>Year group</b>	Students age range (10-13, 13-16)
<b>Duration</b>	..... teaching hours
<b>Short description</b>	
<b>Keywords</b>	.....
<b>Hosted (URL)</b>	.....
<b>Goals (subject area)</b>	
<b>Goals (transversal skills)</b>	
<b>Macro level design</b>	Link or photo

#### Material/resources for Learning Design

	Description	Type	File name / URL	Language
<b>Material to support tasks and activities</b> (description of tasks/activities, rubrics, worksheets, etc.)				
<b>Students' artefacts</b> (products, ePortfolios, etc.)	1.			
	2.			
	3.			
<b>Implementation photos/videos</b> (as evidence of the learning taking place)	...			n/a