



**ATS2020**  
Assessment of Transversal Skills

# Pilot Country Update

## SPAIN



Co-funded by the  
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**XUNTA DE GALICIA**  
CONSELLERÍA DE CULTURA, EDUCACIÓN  
E ORDENACIÓN UNIVERSITARIA

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# Context



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- We have 27 schools: seven primary and 20 secondary involvement.
- 57 teachers
- 1250 students.



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# Model of implementation



We have adapted to the schools' needs and some schools:

- Have experimental and control teachers
- Most of them have one teacher that does both experimental and control classes and
- We have also taken on a one-line school to implement the eportfolio experimental approach.

# Teacher meetings, CPD workshops



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- A workshop day event to inform teachers about the project and the possibility that they would enroll for the piloting. This face to face day activity took place on the 2<sup>nd</sup> of April 2016 and it was followed by elearning tutorized activities to familiarize with the ATS2020 approach and piloting terms and requirements. 61 teachers took part.
- On 23<sup>rd</sup> of June in the Regional Education office webpage an open call was published to enroll schools for the piloting in the project. It considered certification for teachers.
- In September 2016 we started the online training so that schools/teachers would familiarize with the new Mahara, the platform



# Teacher meetings, CPD workshops



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- chosen by this partner that is still on (in Galicia we have our own platform “Agueiro” adapted from Mahara) and on October 24<sup>th</sup> we had a face to face meeting to fully present the ATS2020 project.
- While the online training went on a CPD course focused on Key Skills and the ATS2020 project approach was also designed. This blended course would be certified to all teachers. The face to face workshops took place on Saturdays 3<sup>rd</sup> and 17<sup>th</sup> December 2016. Online, teachers had to produce examples of ATS2020 learning cycles.



# Trainers, evaluators, observers, scorers, case studies



- In the April 2<sup>nd</sup> blended course, where 61 teachers, took part, there were 3 trainers who still focused on the project through the old Mahara. The blended course in December was delivered by a fourth trainer who is also one of teachers involved in the project. So we have had 4 trainers and one evaluator. and 1 case study was seen.
- Following the Dublin project meeting we decided to involve as the external school impartial scorers: two teachers from the Faculty of Science of Education of the University of Santiago de Compostela. Its Dean Carmen Fernández Morante took part in the Tampere project meeting.





# Case studies

- Regarding the scorers there are 6 people who will focus, with different time of dedication, to the scoring process.
- The two case studies schools were chosen accordingly to the type of schools: rural and city location and number of students.
- One is primary and secondary: CPI O Cruce
- Only secondary: IES Rosalía de Castro.
- Both have more than one teacher involved: 4 teachers in each.



# Examples of learning designs and student work

- <http://mahara.ats2020.eu/view/view.php?id=9231>
- <http://mahara.ats2020.eu/view/view.php?id=5006>
- <http://mahara.ats2020.eu/view/view.php?id=6894>

"Check out this Gami!"



# Comments from teachers/students



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Students and teacher from private Secondary school – Feijoo Zorelle

Students from CPI O Cruce



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# Positive experiences



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There have been very many positive experiences. Some that may not be on the webpage but we would like to mention her, a teacher called Carmen Cano who wrote a reflection on what it means to her and to her students to take part in the ATS2020 project. The way other teachers thought that she was silly to take an extra burden of work, the way some parents were worried on how their children may be wasting their time and not getting down to real work... The way she felt when explaining to others what it meant and most of all how students backed and are enjoying a more transversal way of learning which is proving those others that they were wrong. This is true for many teachers.



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# Challenges and solutions



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Regarding challenges and solutions we found that the pretest delivery has not been totally satisfactory. Teachers and students were not familiar with them and this made the results were not so good.

Another of our challenges is that we make our teachers get the most of the project and making it possible to schools to network and learn exchanging their works and initiatives.

How we disseminate our teachers' work in the next months is crucial to get an impact on more and more other teachers out of the project and to gain sustainability for others to get involved in the ATS2020 eportfolio learning approach, through cascade training.

We have created groups of teachers by subjects (French, Maths, Technology,... where they share materials and tools. The Mahara platform is in movement and busy.

