



ATS2020 LD Micro-level

Activity	Learning Outcomes	Tasks	Teacher's activity	Tools	Methodology – Class Arrangement	Learning Outputs (expected)
<p>Activity 1: Introduction to the task. What is impressionism?</p> <p>Activity 2i: Fill in My Learning journal on Mahara</p>	<p><u>Subject area</u> – Describe what Impressionism is</p> <p><u>Transversal skills</u> - Plan their learning (autonomous learning skills)</p>	<p>Task 1.1: Students attend teacher presentation</p> <p>Task 1.2: Students visit Mahara Impressionism Group</p> <p>Task 2.1: Students fill in in their <i>My Learning</i> journal what they already know and what they would like to learn identifying their goals.</p> <p><i>Revisit and fill in at their own needs during the whole Unit</i></p>	<ul style="list-style-type: none"> - Prepare and present a presentation, guidelines and Mahara Impressionism Group to support the activities. 	<ul style="list-style-type: none"> - PowerPoint - Mahara Group, Collections/pages, and My learning journal 	<ul style="list-style-type: none"> - Plenary discussion - Group work 	<p>Students' individual <i>My learning</i> journals with identified prior knowledge and learning goals</p>
<p>Activity 3: Search and collect impressionism paintings online</p>	<p><u>Subject area</u> – Refer to major Impressionism artists and their artwork</p> <p><u>Transversal skills</u> - Search, collect, retrieve and share information (Information literacy skills) - Use digital technologies to support their tasks (digital skills)</p>	<p>Task 3.1: Students go online and search for impressionism artists and their paintings</p> <p><i>Students work in groups, search online resources and collect Impressionistic artwork paintings (images). Teacher can provide key impressionist artists' names or let students discover them online.</i></p> <p>Task 3.2: Students visit their group on Mahara and create a collection of impressionism</p>	<ul style="list-style-type: none"> - Create Folders for each painter - Monitor and support students' activity - Give feedback and assess 	<ul style="list-style-type: none"> - Mahara folders - Search engines 	<ul style="list-style-type: none"> - Plenary discussion - Group work 	<ul style="list-style-type: none"> - Impressionistic artwork uploaded under each artist's folder



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		<p>paintings for their group</p> <p><i>Students upload the pictures under each Painter's folder</i></p>				
Activity 2ii: Fill in My Learning journal on Mahara	<p><u>Transversal skills</u></p> <ul style="list-style-type: none"> - Plan their learning (autonomous learning skills) 	<p>Task 4.1: Students fill in in their <i>My Learning</i> journal their strategies to achieve their goals</p> <p><i>Revisit and fill in at their own needs during the whole Unit</i></p>	<ul style="list-style-type: none"> - Review students' goals and coach them for their strategies 	<p>Mahara My learning journal</p>	<p>Individual work</p>	<p>Students' individual <i>My learning</i> journals with learning goals and strategy to achieve them</p>
Activity 5: Identify impressionism characteristics	<p><u>Subject area</u></p> <ul style="list-style-type: none"> - Identify common characteristics of Impressionistic artwork <p><u>Transversal skills</u></p> <ul style="list-style-type: none"> - Work with others on a common task (collaboration and communication skills) - Develop criteria and apply them on specific tasks (autonomous learning skills) - Use digital technologies to support their tasks (digital skills) 	<p>Task 5.1: Students identify impressionism characteristics within their group using Mahara forum</p> <p><i>Students work in groups and view the collected paintings. Each group discuss the common characteristics of the paintings and then posts their response as a group under the Forum "Characteristics of Impressionism artwork"</i></p> <p>Task 5.2: Students visit other groups forums and comment</p> <p><i>Each group to read other groups' posts on characteristics and provide feedback</i></p> <p>Task 5.3: Students agree on a</p>	<ul style="list-style-type: none"> - Create Group Forums - Monitor and support students' activity - Monitor discussion on rubric's development - Publish the Rubric on Mahara 	<ul style="list-style-type: none"> - Mahara discussion forums - Mahara groups - Rubric tool 	<ul style="list-style-type: none"> - Group Work - Plenary discussion 	<ul style="list-style-type: none"> - A classroom accepted rubric with common characteristics of Impressionistic artwork - Each group's list of characteristics - Discussion forums with students communication and collaboration on identifying common characteristics



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		<p>list of impressionism characteristics, through a teacher lead discussion with the whole class</p> <p><i>Students agree on a list of characteristics (whole-class) and develop a rubric (MS Word) for identifying Impressionistic artwork, as a whole class, in collaboration with their teacher</i></p>				
<p>Activity 6: Create an artwork integrating Impressionism characteristics</p>	<p><u>Subject area</u> Create an artwork integrating Impressionism characteristics</p>	<p>Task 6.1: Students plan on the art work they want to create, find the necessary material and work on it.</p> <p><i>Students create their own artwork with the instruction to integrate Impressionistic characteristics. Students refer to the rubric they created as a guidance. Students edit their strategies on their My learning journal</i></p>	<ul style="list-style-type: none"> - Individual guidance and feedback - Monitor and support students' creative work - Review students' My learning journal entries 	<p>Mixed media Mahara My learning journal</p>	<p>Individual work</p>	<ul style="list-style-type: none"> - Students' individual impressionism artwork
<p>Activity 7: Peer evaluation and feedback of students' artwork</p>	<p><u>Transversal skills</u></p> <ul style="list-style-type: none"> - Share their learning and use peer and teacher feedback for self-evaluation and progress so as to refine their 	<p>Task 7.1: Students upload their art work on the Mahara forum</p> <p><i>Students photograph/scan their artwork and upload their creations in their own personal page of ePortfolio.</i></p>	<ul style="list-style-type: none"> - Review students' artwork in Forum - Read and review groups' feedback in Forum - Monitor and support students' edit process - Read and review 	<p>Mahara pages Mahara Forum</p>	<p>Individual work</p>	<ul style="list-style-type: none"> - Individual Student pages with their art work - Discussion forums with students peer-assessment and feedback on



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	<p>learning and work (autonomous learning skills)</p> <ul style="list-style-type: none"> - Use digital technologies to support their tasks (digital skills) 	<p>Task 7.2: Students visit the work of their peers on the Mahara forum and they give feedback</p> <p><i>Students comment on each other's creations and teacher assigns each member of a group to assess his/her group members' artwork referring to the rubric. This can be done in a private group forum or in the student's Mahara Page.</i></p> <p>Task 7.3: Students edit their work based on the feedback given and based on their own self reflections</p> <p><i>Students to read peers' and teachers' comments and edit their own artwork accordingly. They can take a new photo or scan their edited artwork (if possible) and share it again in their Page.</i></p> <p><i>Each student to write a final journal entry reflecting on their collaboration with peers, their feelings and what and how they have</i></p>	<p>students' <i>My learning</i> journal entries</p>			<p>their artwork</p> <ul style="list-style-type: none"> - Students' individual impressionism artwork (new version) - Students' individual <i>My learning</i> journals with self-assessment and reflection entries



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		<i>learnt what they learnt</i>				
Activity 2iii: Fill in My Learning journal on Mahara	<u>Transversal skills</u> <ul style="list-style-type: none"> - Plan, monitor, share their learning (autonomous learning skills) 	Task 8.1: Students fill in in their <i>My Learning</i> journal their reflection on their work and what kind of evidence they have for their learning achievements <i>Revisit and fill in at their own needs during the whole Unit)</i>	<ul style="list-style-type: none"> - Review students' journal and coach them for their decisions 	Mahara <i>My learning</i> journal	Individual work	<ul style="list-style-type: none"> - Students' individual My Learning journals with their self-assessment and description of evidence to support their learning achievements
Activity 9: Design and development of individual ePortfolios on Impressionism learning	<u>Subject area</u> <ul style="list-style-type: none"> - Create an ePortfolio of their learning on Impressionism <u>Transversal skills</u> <ul style="list-style-type: none"> - Plan, monitor, share their learning (autonomous learning skills) - Use digital technologies to support their tasks (digital skills) - 	Task 9.1: Students design and develop their individual ePortfolios on Mahara Task 9.2: Students share their individual ePortfolios and give and receive feedback	<ul style="list-style-type: none"> - Review students' ePortfolio 	Mahara	Individual work	<ul style="list-style-type: none"> - Students' individual ePortfolios on their learning on Impressionism



ATS2020 LD - Transforming LD (micro-level) into Scaffolding tool for assessment

Competence Area	Competences and skills	Milestones		Assessment tool	Comments
		Task	Self, Peer, Teacher		
Autonomous learning skills	Plan their learning	Task 2.1: Students fill in in their <i>My Learning</i> journal what they already know and what they would like to learn identifying their goals.	Teacher	Rubric 1: My Learning-Goals	For individual student For all students
		Task 4.1: Students fill in in their <i>My Learning</i> journal their strategies to achieve their goals <i>Revisit and fill in at their own needs during the whole Unit</i>	Teacher		
	Develop criteria and apply them on specific tasks	Task 5.1, 5.2, 5.3			
	Share their learning and use peer and teacher feedback for self-evaluation and progress so as to refine their learning and work	Task 7.1 Task 7.2 Task 7.3			
	Plan, monitor, share their learning	Task 8.1: Students fill in in their <i>My Learning</i> journal their reflection on their work and what kind of evidence they have for their learning achievements <i>Revisit and fill in at their own needs during the whole Unit)</i>	Teacher		
	Evaluate and gather evidence of their learning achievements	Task 9.1: Students design and develop their individual ePortfolios on Mahara Task 9.2: Students share their individual ePortfolios and give and receive feedback	Teacher		



Competence Area	Competences and skills	Milestones		Assessment tool	Comments
		Task	Self, Peer, Teacher		
Information literacy skills	Search, collect, retrieve and share information	Task 3.1: Students go online and search for impressionism artists and their paintings <i>Students work in groups, search online resources and collect Impressionistic artwork paintings (images). Teacher can provide key impressionist artists' names or let students discover them online.</i>	Self	-	-
	Create, retrieve, choose tools, share information	Task 9.1: Students design and develop their individual ePortfolios on Mahara Task 9.2: Students share their individual ePortfolios and give and receive feedback	Self Peer Teacher	-	-
Collaboration and communication skills	Work with others on a common task	Task 5.1: Students identify impressionism characteristics within their group using Mahara forum <i>Students work in groups and view the collected paintings. Each group discuss the common characteristics of the paintings and then posts their response as a group under the Forum "Characteristics of Impressionism artwork"</i> Task 5.2: Students visit other groups forums and comment <i>Each group to read other groups' posts on characteristics and provide feedback</i> Task 5.3: Students agree on a list of impressionism characteristics, through a teacher lead discussion with the whole class <i>Students agree on a list of characteristics (whole-class) and develop a rubric (MS Word) for identifying Impressionistic artwork, as a whole class, in collaboration with their teacher</i>	Peer (how they consider their peers contribution to the common task)	-	-



Competence Area	Competences and skills	Milestones		Assessment tool	Comments
		Task	Self, Peer, Teacher		
Digital skills	Use digital technologies to support their tasks - Download and manage/organise information (in folders)	Task 3.2: Students visit their group on Mahara and create a collection of impressionism paintings for their group <i>Students upload the pictures under each Painter's folder</i>	Self	-	-
	Use discussion forums to initiate a discussions and contribute to a discussion	Task 5.1, 5.2		-	-
	- Create digital work - Share work online - Retrieve and edit work - Use discussion forums to initiate a discussion and contribute to a discussion	Task 7.1: Students upload their art work on the Mahara forum <i>Students photograph/scan their artwork and upload their creations in their own personal page of ePortfolio.</i> Task 7.2: Students visit the work of their peers on the Mahara forum and they give feedback <i>Students comment on each other's creations and teacher assigns each member of a group to assess his/her group members' artwork referring to the rubric. This can be done in a private group forum or in the student's Mahara Page.</i> Task 7.3: Students edit their work based on the feedback given and based on their own self reflections <i>Students to read peers' and teachers' comments and edit their own artwork accordingly. They can take a new photo or scan their edited artwork (if possible) and share it again in their Page.</i> <i>Each student to write a final journal entry reflecting on their collaboration with peers, their feelings and what and how they have learnt what they learnt</i>	Self	-	-
	- Create, retrieve, choose	Task 9.1: Students design and develop their	Self	-	-

Competence Area	Competences and skills	Milestones		Assessment tool	Comments
		Task	Self, Peer, Teacher		
	tools, design, share information	individual ePortfolios on Mahara Task 9.2: Students share their individual ePortfolios and give and receive feedback			