



Autonomous Learning

My Learning Cycle:
Setting goals, prior knowledge, strategies, evidence, self-evaluation.
Short Description:
Students design their learning in terms of identifying a need/problem, define their goals, develop a strategy to achieve their goals, evaluate their process and results and provide evidence, reflect and explore alternative approaches.



ATS2020

Assessment of Transversal Skills

Competences and Skills	Attainment Goals	Digital Competences and Skills	Attainment examples			Level of "proficiency" 1	Level of "proficiency" 2	Level of "proficiency" 3
			Stands (way of thinking)	Actions (way of working)	Ethics (way of living)			
1. Identify significant needs for learning based on their prior knowledge	1.1 Identify their existing knowledge and skills in reference to the learning context	<ul style="list-style-type: none"> Use digital tools to recover existing knowledge and skills Express, share and present existing knowledge and skills through the use of digital technology 	<ul style="list-style-type: none"> Question what they already know and review it Recall prior related knowledge and experience. Reflect on their needs for learning based on their prior knowledge Are curious and open to new learning paths Take responsibility for their learning and way of thinking Recognize the value of learning Thinking creatively innovatively and critically Be curious and open to new ways of thinking Make connections between what they already know and new knowledge/ information Connect new ideas to existing knowledge Reflect on their way of working Identify new potentials for learning 	<ul style="list-style-type: none"> Document their existing knowledge and skills in a way to help them identify their needs Apply self-peer and teacher assessment techniques and/or tools in order to identify their existing learning status Explore what is there to learn in the context given and beyond Document their new learning needs 	<ul style="list-style-type: none"> Be curious and open to new and diverse ways of living Know their self (self-knowledge) Be a learner for life. Be able to reflect on their own learning Be able to transform their knowledge Coordinate with others Evaluate their existing knowledge and skills Have Inquisitiveness for a wide range of issues Respect others' existing learning status Respect others' needs for learning Be curious and open to new ways of working 	They identify their existing knowledge and skills within the learning context.	They identify their existing knowledge and skills within the learning context and describe new learning needs.	They identify their existing knowledge and skills within the learning context and describe new learning needs. They are creative and innovative towards new learning paths.
	1.2 Use their environment in order to identify new learning needs	<ul style="list-style-type: none"> Create web initial questions Adjust and customise digital environments to personal needs (e.g. accessibility). Identify new learning needs through Internet and Social Media Source, share and evaluate new learning needs in different technologies and digital media formats 	<ul style="list-style-type: none"> Are aware of their potentials Can identify the gap of what they already know and where they want to reach Recognize and evaluate the steps taken to meet learning goals 	<ul style="list-style-type: none"> Involved in selecting their own goals from a range of alternatives. Articulate their goals Set realistic goals Set goals that are achievable Set goals based on overall and specific expectations Analyse their goals into tasks, activities, resources, etc. Set goals that will lead them to their maximum of their "zone of proximal development" 	<ul style="list-style-type: none"> Set and achieve personal goals Ask for help and cooperation Recognize personal needs, strengths and weaknesses Identify influences that make them who they are Express personal opinions and feelings appropriately Evaluate their context for achieving their goals 	They define goals for their learning to achieve.	They define goals for their learning to achieve. They develop a strategy to achieve these goals.	They define goals for their learning to achieve. They develop a strategy to achieve these goals. They can evaluate and update their strategy when necessary.
	1.3 Envision new state of learning	<ul style="list-style-type: none"> Assess needs and identify, evaluate, select and use digital tools and possible technological responses to solve them. Use digital technology to manage their envision for new knowledge and skills Use a variety of digital learning tools that help to be creative 	<ul style="list-style-type: none"> Understand the importance of strategic planning Are realistic about their action plans Recognize and evaluate the steps taken to develop a strategy 	<ul style="list-style-type: none"> Document their goals in order to achieve them Prepare detailed plans for the development of strategy Describe their strategy within a timeframe Align strategy with goals and expected outcomes Analyse their strategy into tasks, goals, expected outcomes, roles, resources, timeframe etc. 	<ul style="list-style-type: none"> Match their strategic plans with respect to their social context Understand the importance of developing personal strategies 			
2. Define goals to achieve and develop a strategy to achieve them	2.1 Define goals for their learning to achieve	<ul style="list-style-type: none"> Use new digital tools for the defining of goals (for example ePortfolio) Present goals in PowerPoint 	<ul style="list-style-type: none"> Understand that a strategy is their guidance to achieve their goals. Learn from past strategies and make changes if necessary Value the continuous monitoring of their strategy Have flexibility to readjust their strategy in the light of new needs 	<ul style="list-style-type: none"> Identify opportunities of improvement Adjust their strategy or elements of their strategy if needed Identify scaffolding tools to make their strategy explicit Revisit their goals and redefine them in the light of new information Evaluate their strategy in connection with goals, expected outcomes Redesign a strategy if needed 	<ul style="list-style-type: none"> Understand the importance of redesigning a strategy Flexibility in considering alternatives Remained open to other perspectives Understand the need for adaptation under the light of new knowledge/evidence 			
2.2 Develop a strategy to achieve their goals	2.3 Evaluate and update their strategy if needed	<ul style="list-style-type: none"> Are aware of different digital tools and environments that can support their strategy Use ICT and digital media to access, manage and share strategy Use a range of tools to plan and manage strategy Present strategies through the use of digital technology Use computer programs (e.g., PowerPoint) to produce a detailed representation of planned strategies Use the internet to find and compare information so as to update information strategies 	<ul style="list-style-type: none"> Understand that there methodologies that can help the development and monitoring of their strategy implementation Evaluate activities progress towards achieving goals Assess their learning activities and suggest ways that are can be improved Constructed a cogent strategy using a logical process 	<ul style="list-style-type: none"> Use a range of strategies to find information, sources and data The tasks/activities can be observed and discussed Prioritise activities to achieve the goals set Adapt strategies to specific goals 	<ul style="list-style-type: none"> Respect given deadlines and organize time to meet them Take initiatives and express views 			
		<ul style="list-style-type: none"> Source, share and evaluate tasks/activities that are implemented in different technologies and digital media formats Web design Create an e-portfolio 	<ul style="list-style-type: none"> Compare and contrast tasks/activities Make connections between tasks/activities Make judgements about how effective a task/activity is Implement tasks/activities and take action Understand possible practical limitations during the planning of an activity Identify/examine possibilities of combining different resources 	<ul style="list-style-type: none"> Analyse each task/activity in resources, roles, timeframe and expected outcomes Prepare what is needed for the activities to be implemented Initiate the activities planned 	<ul style="list-style-type: none"> Respect given deadlines and organize time to meet them Take initiatives and express views 			
		<ul style="list-style-type: none"> Collect information from various digital sources Source, share and evaluate information that are find in different technologies and digital media formats 	<ul style="list-style-type: none"> Understand the importance of detailed planning and monitoring Make connections between sources Adjust information in light of identify solution Evaluate the quality of the information and data and their sources 	<ul style="list-style-type: none"> Document the implementation of each task Use documentation to modify learning strategy if needed Compare and contrast information from different sources Analyse information and data presented in a variety of forms Prepare and organise information and data Make judgements about how valid and reliable an information is 	<ul style="list-style-type: none"> Take informed decisions Be organized Develop flexibility to work effectively in changing conditions Develop problem solving skills in different contexts 			
3. Plan and manage activities to implement strategy	3.1 Analyse their learning strategy into specific tasks/ activities that align with their goals.	<ul style="list-style-type: none"> Use a range of strategies to find digital information and data Use different technologies to plan, manage and engage in their learning activities Stimulate creativity using digital technology 	<ul style="list-style-type: none"> Compare and discuss samples of different students' achievements Evaluate the quality of task/activity Appreciate and critically interpret process and results Understand the value of assessment for improvement purposes 	<ul style="list-style-type: none"> Can review their progress themselves or in discussion with their peers Compare and contrast various assessments (self-assessment, peer-assessment, teacher assessment) to evaluate process and results Develop specific criteria to evaluate process and results Develop and use assessment rubrics Use assessment results for adapting activities 	<ul style="list-style-type: none"> Find ways of dealing with setbacks and difficulties Are open minded about peer-feedback peer-assessment and peer-criticism. Develop good relationships and deal with conflict Respect difference Open-mindedness towards divergent world views Understand the opinions of other people 	They reflect on the learning process and the learning outcomes.	They reflect on the learning process and the learning outcomes. Can gather evidence as a proof of their learning.	Can reflect on the learning process and the learning outcomes. Can gather evidence as a proof of their learning. They can share their learning achievement according to a purpose.
	3.2 Elaborate on each task/activity in detail so as to be implemented	<ul style="list-style-type: none"> Use digital tools to follow the process and results Use different technologies and digital media tools to give and receive feedback Apply assessment technics through digital technology 	<ul style="list-style-type: none"> Use a variety of methods, tasks and strategies so that enough evidence is gathered to make sound judgements about learning 	<ul style="list-style-type: none"> Apply criteria for selection of evidence of learning Describe and adapt criteria for gathering evidence of learning Identify evidence that show that they have reached their goal. Use a variety of methods, tasks and strategies so that enough evidence is gathered to make sound judgements about learning Gather and present supporting evidence to argue their case Identify blocks or barriers to their learning and suggest ways of overcoming them 	<ul style="list-style-type: none"> Overcome obstacles 			
	3.3 Collect and analyse information to identify solutions and/or make informed decisions	<ul style="list-style-type: none"> Use digital tools to show and share their learning achievements Use digital technology to communicate 	<ul style="list-style-type: none"> Explore options and alternatives for sharing their learning achievement Gather, record and organize their learning achievement Understand the purpose of sharing results 	<ul style="list-style-type: none"> Describe the choice of learning achievements to share according to their audience Identify and describe the purpose to share specific learning achievements Share their learning achievement through performance and presentation such as visual art, music, drama, design and graphics Perform and present their learning achievement Discuss and debate their learning achievements Use relevant and reliable evidence to support their own claims or propositions Communicate using a variety of styles, including roleplay, drama, posters, and storytelling Identify different methods of sharing results 	<ul style="list-style-type: none"> Make choices about how they best present their achievements to others, taking account of their audience Use different styles of communication suited to the situation Self-confidence in own abilities Communicate assessment results respecting individual differences Acknowledge ethics when sharing results 			
4. Evaluate process and results and provide evidence for achievement	4.1 Use various assessment technics (self-assessment, peer- assessment, teacher assessment) to evaluate process and results	<ul style="list-style-type: none"> Reflect on and review their own progress Identify blocks or barriers to their learning and suggest ways of overcoming them Manage digital reflection diaries to facilitate assessment procedures 	<ul style="list-style-type: none"> Are reflective Question, revisit, restructure, review, adjust, improve, change ideas Require new approaches to learning, teaching and assessment 	<ul style="list-style-type: none"> Keep reflection diaries on their Learning Cycle Reorganise their learning style 	<ul style="list-style-type: none"> Understand the value of the reflection Believe that with continuing effort they can succeed Synthesise and integrate evidence and ethical reasoning into a reflect and explore alternative approaches 	They identify assessment criteria and procedures of their Learning Cycle.	They identify assessment criteria and procedures of their Learning Cycle. They use feedback provided during their Learning Cycle to improve their Learning Cycle process.	They identify assessment criteria and procedures of their Learning Cycle. They use feedback provided during their Learning Cycle to improve their Learning Cycle process. They use their Learning Cycle experience for a new Learning Cycle.
	4.2 Gather evidence of learning achievement	<ul style="list-style-type: none"> Plan next steps in teaching and learning using feedback and assessment Generate feedback that encourages progress and give greater understanding and ownership of their learning 	<ul style="list-style-type: none"> Validate feedback in terms of efficiency and effectiveness Alter processes based on assessment feedback 	<ul style="list-style-type: none"> Require opportunities to be involved not only in the design of the learning but also in what they learn Validate feedback in terms of feelings and attitudes Willing to reconsider and revise views where necessary Are open to suggestions for improvement 				
	4.3 Share their learning achievement	<ul style="list-style-type: none"> Reflect on and evaluate their Learning Cycle experience for the development of a new Learning Cycle Learning Cycle demonstrates real achievement in grasping what critical thinking is Use Learning Cycle to develop of a range of specific critical thinking skills or abilities 	<ul style="list-style-type: none"> Gather, record, organize, and evaluate the Learning Cycle experience Identify solutions/strategies in alternative contexts or scenarios Identify similarities in different tasks and explore strategies for working Implement acquired knowledge in unknown conditions 	<ul style="list-style-type: none"> Use ICT effectively and ethically in learning and in life Develop positive attitudes towards working in new projects Reflect on knowledge gained process used attitudes and feelings Understand the value of the Learning Cycle experience 				
5. Reflect and explore alternative approaches (metacognition of their Learning Cycle)	5.1 Define assessment criteria and procedures of their Learning Cycle	<ul style="list-style-type: none"> Use digital storage and retrieval tools for managing evidence 	<ul style="list-style-type: none"> Use digital storage and retrieval tools to present a new Learning Cycle 	<ul style="list-style-type: none"> Use ICT effectively and ethically in learning and in life Develop positive attitudes towards working in new projects Reflect on knowledge gained process used attitudes and feelings Understand the value of the Learning Cycle experience 				
	5.2 Use feedback to improve the Learning Cycle process	<ul style="list-style-type: none"> Use digital storage and retrieval tools to present a new Learning Cycle 	<ul style="list-style-type: none"> Use digital storage and retrieval tools to present a new Learning Cycle 	<ul style="list-style-type: none"> Use ICT effectively and ethically in learning and in life Develop positive attitudes towards working in new projects Reflect on knowledge gained process used attitudes and feelings Understand the value of the Learning Cycle experience 				
	5.3 Use the Learning Cycle experience for the development of a new Learning Cycle	<ul style="list-style-type: none"> Use digital storage and retrieval tools to present a new Learning Cycle 	<ul style="list-style-type: none"> Use digital storage and retrieval tools to present a new Learning Cycle 	<ul style="list-style-type: none"> Use ICT effectively and ethically in learning and in life Develop positive attitudes towards working in new projects Reflect on knowledge gained process used attitudes and feelings Understand the value of the Learning Cycle experience 				