

Deliverable D7.3 - Briefing documents and conference participation

Introduction

As a result of our mid-term review in November 2015, we now have a comprehensive list of all conference and dissemination events from the beginning of the project up to the present day. This will continue to be updated until 31st December 2016 (when the project officially ends). We will, however, endeavour to add additional activities if and when they happen after this date, in the following months.

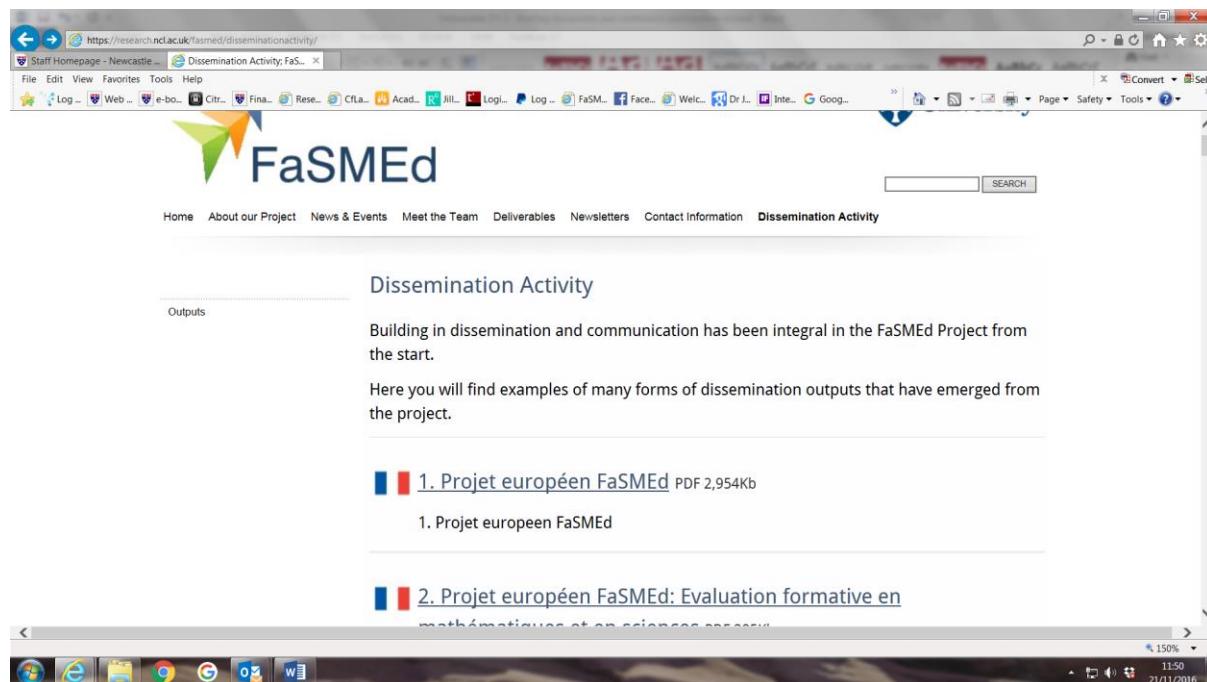
Details

The activities are all listed on our official project website and can be found at:

<https://research.ncl.ac.uk/fasmed/disseminationactivity/>

Here the information is presented by partner country for ease of navigation. Each entry contains a downloadable Pdf of the presentation or activity.

The following Screenshots provide examples:



Staff Homepage - Newcastle Dissemination Activity: FaS...

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5. An overview of FaSMEd PDF 773Kb

FaSMEd partners' meeting Cape Town 2016

 5. An overview of FaSMEd PDF 773Kb

FaSMEd partners' meeting Cape Town 2016

 6. Work Package 3 - toolkit and PD package PDF 1,574Kb

FaSMEd partners' meeting Cape Town 2016

 1. Il Progetto FaSMEd: la valutazione formative attraverso PDF 2,301Kb

l'uso di nuove tecnologie per supportare i low achievers in Matematica ed in Scienze.
Seminario nazionale di ricerca in Didattica della Matematica "Giovanni Prodi" Rimini
January 2015

 2. Formative Assessment in the FaSMEd project: PDF 1,645Kb

Reflections from classroom experiences.

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Workshops at Mathematics solutions, July 2015

 9. Design research: Designing a garden PDF 3,191Kb

SAARMSTE conference presentation January 2016

 10. Formative assessment in mathematics: a design research project PDF 1,305Kb

SAARMSTE conference presentation January 2016. Seminar at the Asia Pacific
Economy Community meeting, Tokyo Japan February 2016

 1. The FaSMEd project (Newcastle) PDF 298Kb

Scientix 2014

 2. Raising achievement through FaSMEd (Newcastle) PDF 488Kb

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How can technology support effectively formative assessment practices?
A preliminary study

Monica Panero and Gilles Aldon
Institut Français de l'Éducation, École Normale Supérieure de Lyon, France

ICTMT12 – Faro – July 24, 2015

Logos: ENS DE LYON, FaSMEd, ifé INSTITUT FRANÇAIS DE L'ÉDUCATION

Mehr als richtig oder falsch -
Entwicklung eines digitalen Tools zur
Selbstdiagnose und -förderung im Bereich
Funktionales Denken

Heidelberg, 08.03.2016
Hana Ruchniewicz
(Betreuung: Bärbel Barzel)

UNIVERSITÄT
DUISBURG
ESSEN
Offen im Denken

Gliederung

FaSMEd

Logos: ENS DE LYON, FaSMEd, ifé INSTITUT FRANÇAIS DE L'ÉDUCATION

Briefing documents

The following briefing documents were circulated for partners to use whilst at dissemination events. We were clear that all documentation should contain the FaSMEd and European Commission logo and reference to the funding source of the project:

This project has received funding from the European Union's Seventh Framework Programme under grant agreement no 612337

The following documents (Appendices) are examples which we used throughout the project.

Appendix 1: Briefing paper distributed at 2nd Scientix Conference, Brussels.

 FaSMEd 	<p>FaSMEd <i>Improving progress through <u>Formative assessment</u> in Science and Mathematics Education</i></p> <p>A Science in Society Collaborative Project of the European Community</p> <p>For more information about FaSMEd see: https://research.ncl.ac.uk/fasmed email: fasmed@ncl.ac.uk</p>
<p>This three year research project led by Newcastle University (UK) involves researchers in Europe (UK, France, Ireland, Germany, Italy, Netherlands, Norway) and South Africa working with science and mathematics teachers. We will work with a cluster of schools in each country to look at how technology can be used in formative assessment to help raise student achievement .</p>	
<p>The project aims to:</p> <p>Foster high quality interactions in classrooms in participating countries that are instrumental in raising achievement and which support teachers in enabling all students to:</p> <ul style="list-style-type: none">• Learn more science and mathematics• Get better at learning science and mathematics• Feel better about themselves as science and mathematics students <p>Methodology:</p> <p>The researchers will work with teachers for one academic year and will use a design-based methodology to test and modify formative assessment practices using technologies in classrooms.</p> <p>Formative assessment:</p> <p>“Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited” Black & William (2009)</p>	<p>Research Objectives</p> <p>Toolkit Produce a toolkit for teachers to support the development of practice.</p> <p>Professional development Produce a professional development resource that exemplifies the use of the toolkit.</p> <p>Innovative Pedagogies Offer approaches for the use of new technologies to support formative assessment in mathematics and science.</p> <p>Raising achievement Develop sustainable assessment and feedback practices that improve attainment in mathematics and science</p> <p>Challenge stereotypes Challenge stereotyped attitudes and practices which raise anxiety on the part of both teachers and students about mathematics and science.</p> <p>Disseminate the outcomes Disseminate the outcomes of the project in the form of online resources, academic and professional publications, conference presentations as well as policy briefs to government agencies.</p>
     <p><i>The project FaSMEd has received funding from the European Union Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 612337</i></p>	

Appendix 2: Poster presented at the International Society for Design and Development in Education (ISDDE) annual international conference, University of Cambridge, UK.

FaSMEd at AIMSSEC

What is FaSMEd?

FaSMEd is a three year research project in mathematics and science education. The focus is on effective uses of formative assessment with low achieving students, supported with appropriate technologies.

What is the research?

There are two main strands of research:

- 1) developing a toolkit and 2) producing and synthesising a set of case studies.

The toolkit

The project uses a design research approach to developing a 'toolkit' of resources, including classroom activities, diagnostic testing and professional development.

The toolkit is developed in iterative cycles; teachers use a version of the toolkit in their everyday teaching, and it is then further refined and developed by drawing on the experiences of these teachers.

The case studies

Researchers will work with six to eight teachers, observing what they do in the classroom and finding out what works well.



The South African suggestion for a FaSMEd toolkit

What's happened in South Africa?

In South Africa the focus has been on:

1. **Outreach:** workshops with teachers on formative assessment to give them a taste of what the toolkit might include
2. **Toolkit:** first thoughts about what could work in the South African context and research into toolkit design



South African teachers work on a 'formative assessment lesson'

FaSMEd at AIMSSEC



The South African home for FaSMEd: a wordpress blog



Who's in FaSMEd?

The project is led by the University of Newcastle, UK
Other partners are:

The University of Nottingham, UK
Ecole Normale Supérieure De Lyon, France
National University Of Ireland Maynooth, Eire
University Of Duisburg-Essen, Germany
University Of Turin, Italy
University Of Utrecht, The Netherlands
African Institute For Mathematical Sciences Schools Enrichment Centre, South Africa
University College Of Trondheim, Norway



What are the acronyms?

FaSMEd = Formative Assessment in Science and Mathematics Education

AIMSSEC = African Institute of Mathematical Sciences, Schools Enrichment Centre

