



FaSMEd

Raising achievement through Formative Assessment in Science and Mathematics Education

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FP7 research project

- ▶ **Action: Science in Society (Research in the role of teaching methods and assessment methods in addressing low achievement in the field of Mathematics, Science and Technology) Collaborative Project**
- ▶ **Purpose: To research the use of technology in formative assessment classroom practices that allow teachers to respond to the emerging needs of learners in mathematics and science.**

Timescale 3 years

The project FaSMEd has received funding from the European Union Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 612337

Partners

**University of Newcastle upon Tyne, UK
(Coordinator)

The University of Nottingham, UK

**Ecole Normale Superieure De Lyon, France

**National University Of Ireland Maynooth

University Of Duisburg-Essen, Germany

**University Of Turin, Italy

Freudenthal Institute, University Of Utrecht, The
Netherlands

African Institute For Mathematical Sciences Schools
Enrichment Centre , South Africa (Stellenbosch)

University College Of Trondheim, Norway

Objectives:

- ▶ *A design research* project
- ▶ To adapt and develop existing research-informed pedagogical interventions (developed by the partners), suited to implementation at scale, through:
 - ▶ fostering high quality interactions in classrooms that are instrumental in raising achievement;
 - ▶ Expanding our knowledge of technologically enhanced teaching and assessment methods addressing achievement in mathematics and science

Outcomes:

1. Offer approaches for the use of new technologies to support formative assessment.
2. Develop sustainable teaching practices that improve achievement in Mathematics and Science.
3. Produce a toolkit for teachers to support the development of practice and a professional development resource to support it.
4. Disseminate the outcomes.

The challenge of boundary crossing: opportunities for learning through dialogue and identifying boundary objects

Our boundaries:

- Geographical/cultural - Science/Mathematics - Researcher/teacher

Boundary crossing offers opportunities for learning through dialogue in relation to issues of:

- Identity
- Coordination
- Reflection
- Transformation

(Akkerman & Bakker (2011))

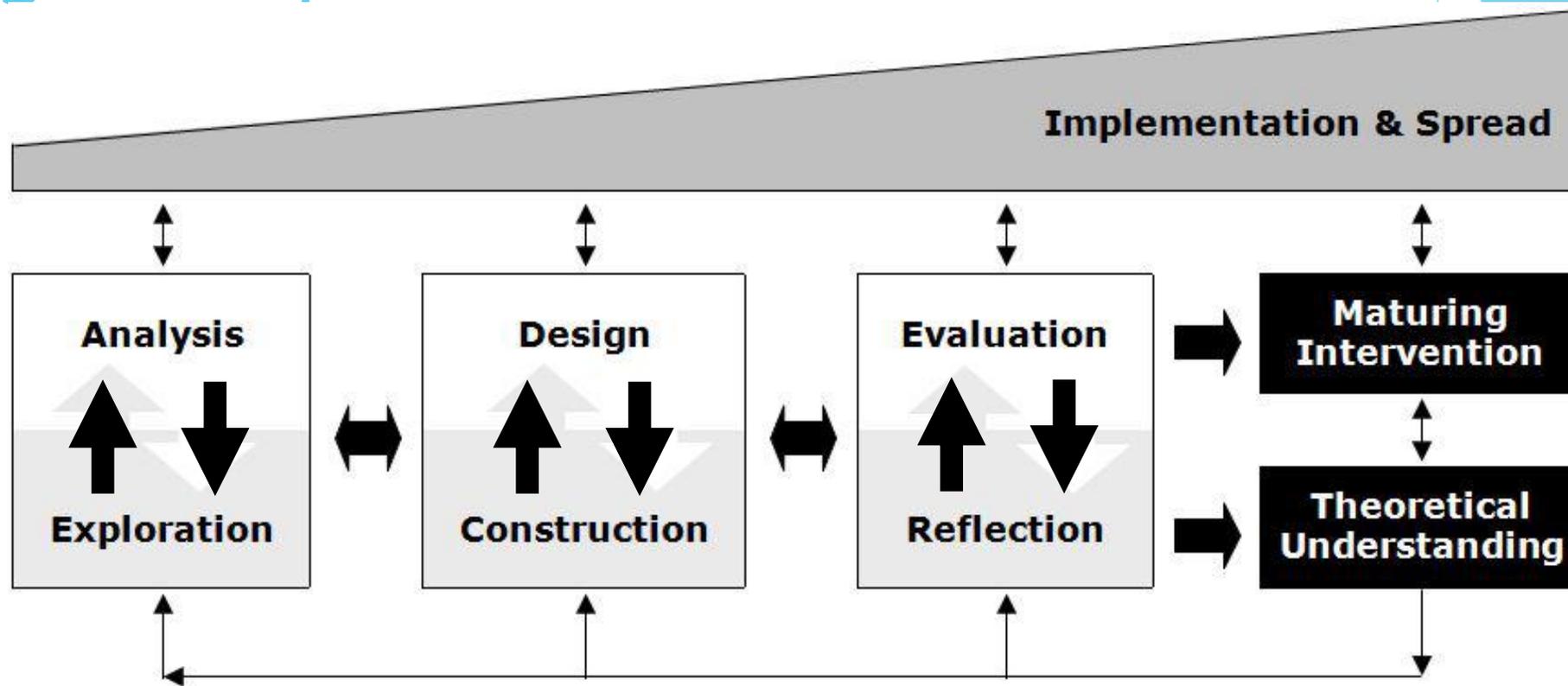
Boundary objects in FaSMEd

- The toolkit
- Formative assessment
- Distance/time graphs

Design or “Engineering” Research

- ▶ Design-based research is a **formative approach** in which a product or process (or ‘tool’) is envisaged, designed, developed and refined through cycles of enactment, observation, analysis and redesign, with systematic feedback from end-users.
- ▶ **Educational theory** is used to inform the design and refinement of the tools, and is itself refined during the research process.
- ▶ Its goals are to create **innovative tools for others to use**, to describe and explain how these tools function, account for the range of implementations that occur and develop principles and theories that may guide future designs.
- ▶ Ultimately, **the goal is transformative**; we seek to create new teaching and learning possibilities and study their impact on end-users.

The generic process



McKenney and Reeves (2012)

The toolkit

“The expression ‘toolkit’ refers to a set of curriculum materials and methods for pedagogical intervention” (proposal)

▶ **Curriculum materials:**

- ▶ Assessment tasks that make teachers more aware of learning obstacles.
- ▶ ‘Diagnostic’ tasks that make students more aware of learning obstacles
- ▶ Sample lesson plans that show how FA may be embedded to help overcome these obstacles.
- ▶ Examples of how technology can support these.

▶ **Processes for pedagogical intervention:**

- ▶ Professional Development modules
- ▶ Ways of using the PD modules

Formative assessment - a process not a product - 'Making learning visible'

“Students and teachers using evidence of learning to **adapt teaching and learning** to meet immediate needs minute-to-minute and day-by-day”.

(Thompson and Wiliam, 2007)

“... all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. **Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet the needs.**”

(Black & Wiliam, 1998, para, 91)

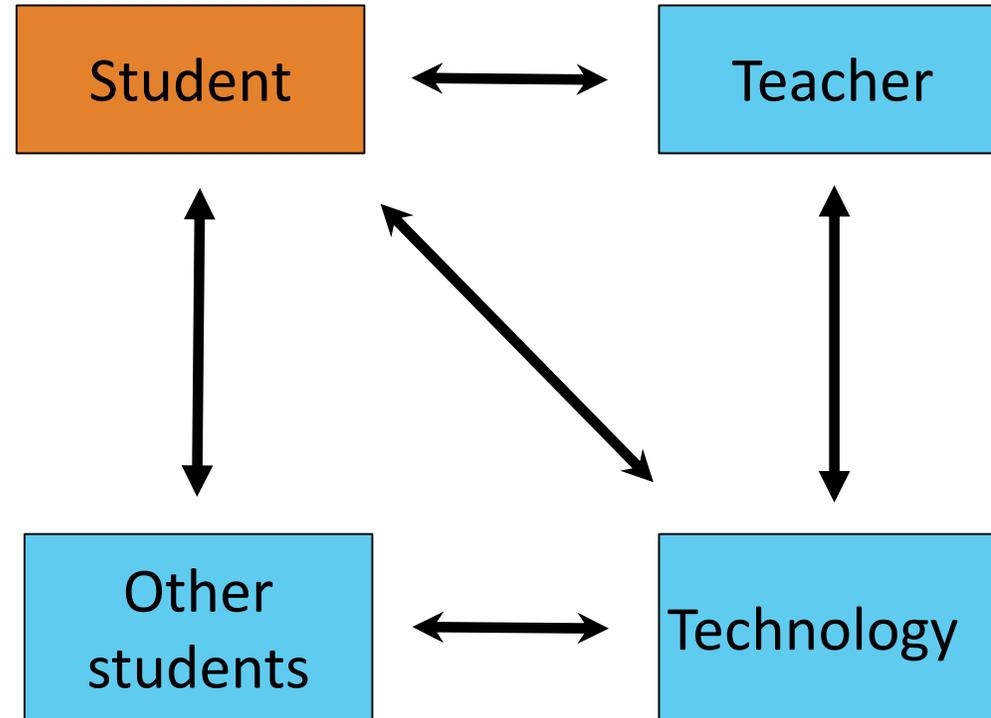
Assessment *as* learning: increasing the cognitive load for teachers and students

- ▶ All learning involves assessment, because all learning involves interaction:
- ▶ *“In every moment of interaction, participants produce information that reflects their current understanding of each other’s statements and intended meanings, and this information plays a major role in the way the interaction progresses. In this sense, assessment is inherent in all interactions, although the function of assessment is, for the most part, tacit”.*
- ▶ (Greeno & Gresalfi, 2008, cited in Hickey, D. (2011))

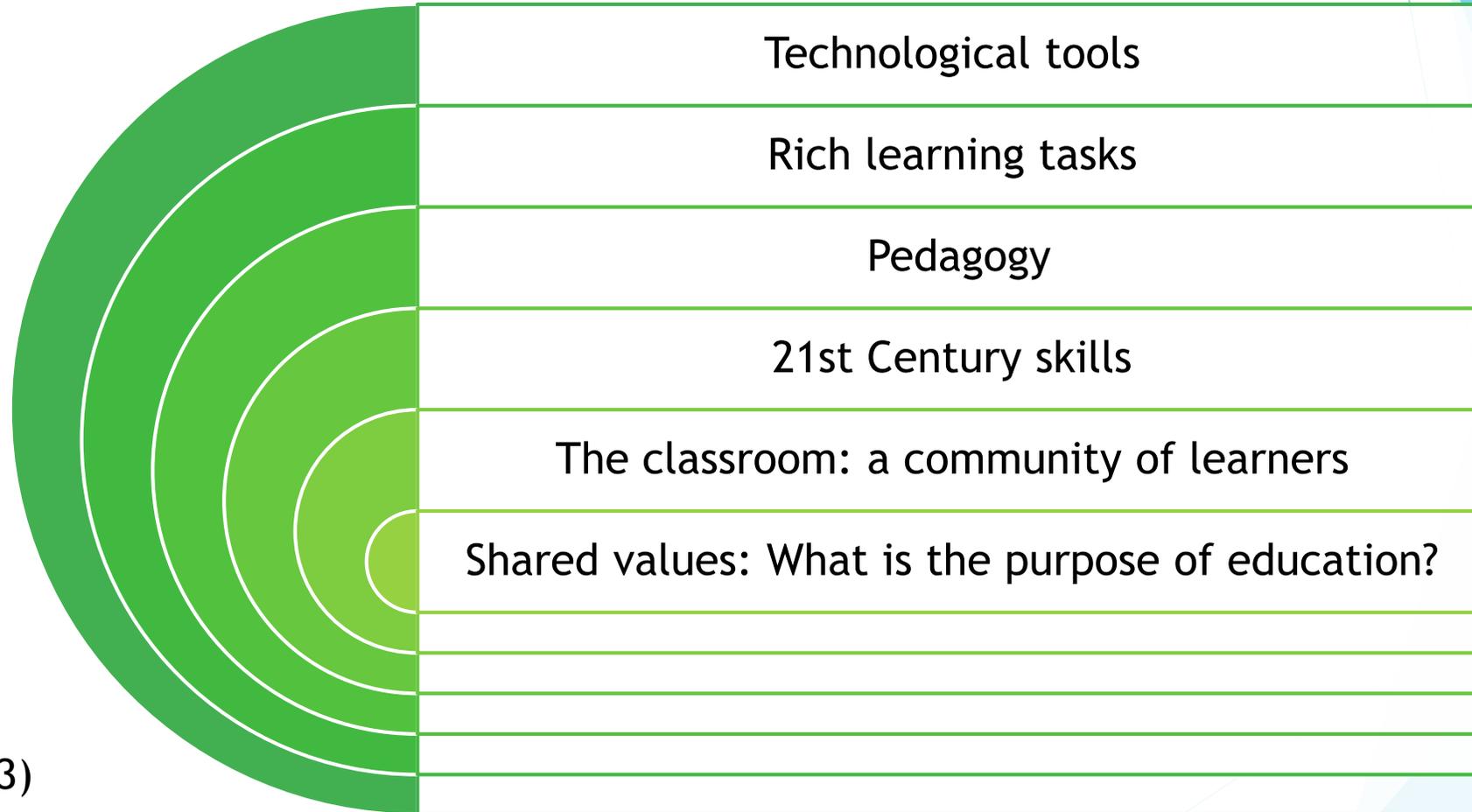
Key strategies for formative assessment - the framework for the toolkit

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying learning intentions and sharing and criteria for success (A)	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning (B)	Providing feedback that moves learners forward (C)
Peer	Understanding and sharing learning intentions and criteria for success (A)	Activating students as instructional resources for one another (D)	
Learner	Understanding learning intentions and criteria for success (A)	Activating students as the owners of their own learning (E)	

Improving the flow (and quality) of information



The context for technology in education: creating a purposeful milieu

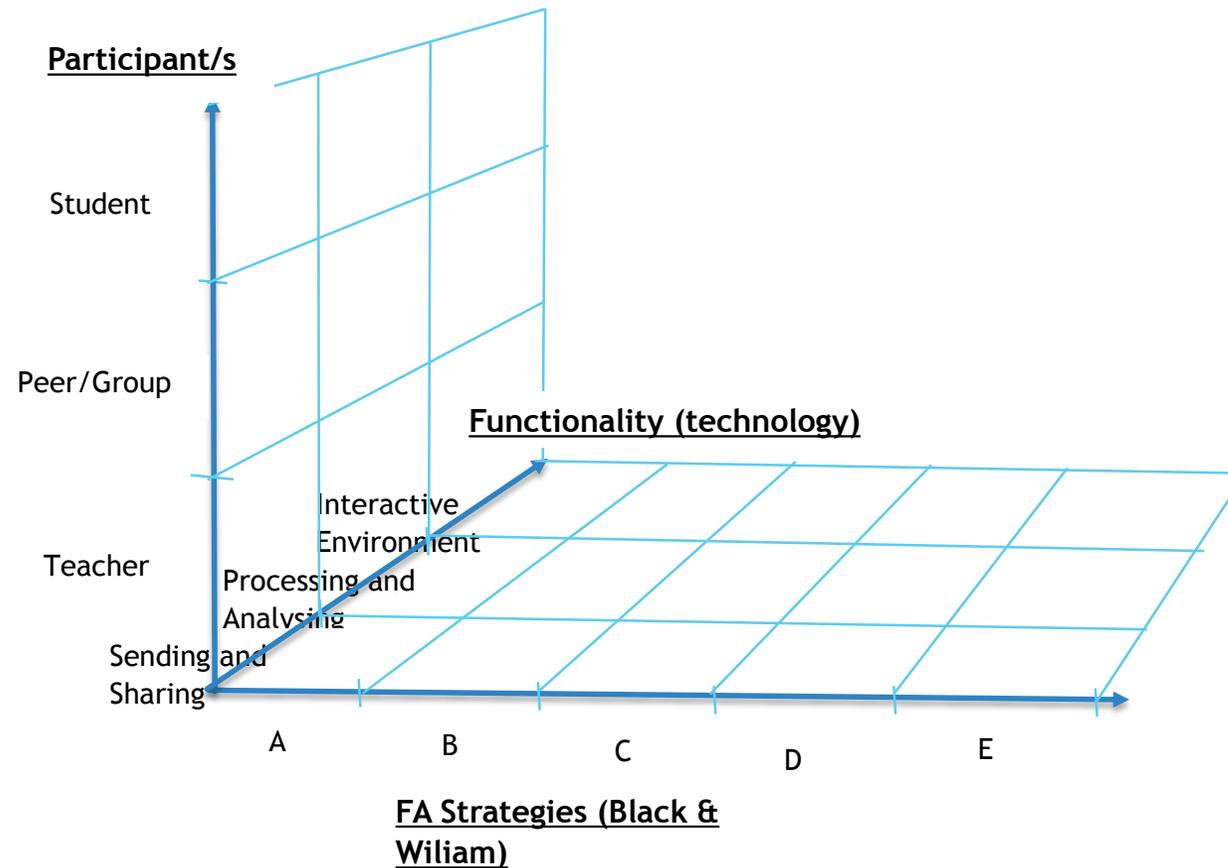


Fullan (2013)

Functionality of Technology for FA

1. Sending and Sharing
2. Processing and Analysing
3. Interactive
Environments

3 dimensions of FA activities



Proposal implies two iterations: Prototype & Final

By Month 10:

- ▶ 3.1 Develop a prototype toolkit for teachers to support their use of formative assessment in the classroom including advice and support in using technology
- ▶ 3.4 Develop prototype PD package for teachers

By Month 25

- ▶ 3.2 Evaluation of toolkit
- ▶ 3.5 Evaluation of PD package

By Month 36

- ▶ 3.3 Develop final toolkit
- ▶ 3.6 Develop final PD package

Websites

<http://research.ncl.ac.uk/fasmed/>

<https://toolkitfasmed.wordpress.com/>

<http://map.mathshell.org/>

References

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- ▶ McKenney, S., and Reeves, T. (2012). *Conducting Educational Design Research: What it is, How we do it, and Why*. London: Routledge.
- ▶ Swan, M, 2014. Design Research in Mathematics Education. *In*: Lerman, S, ed., *Encyclopedia of Mathematics Education* Springer.
- ▶ Wiliam, D, 2005 etc. <http://www.dylanwiliam.org/>
- ▶ Wiliam, D., & Thompson, M. (2007). Integrating assessment with instruction: what will it take to make it work? *In* C. A. Dwyer (Ed.), *The future of assessment: shaping teaching and learning* (pp. 53-82). Mahwah, NJ: Lawrence Erlbaum Associates.
- ▶ www.insidemathematics.org/classroom-videos/formative-re-engaging-lessons