



FaSMEd

Improving Progress through Formative Assessment in Science and Education Mathematics

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 are working with a cluster of schools in each country researching how technology can be used in formative assessment to help raise student achievement

What do we understand by 'Formative Assessment'?

Formative Assessment (or assessment for learning as it is sometimes called) is not 'testing' students but an approach to teaching. Teachers and students gather information about students' current levels of understanding and use this to decide what to do next.

We aim to build on this approach using **technology** and develop '**assessment AS learning**'.

For further information please see:

The project website <https://research.ncl.ac.uk/fasmed/>

The prototype toolkit for teachers and teacher educators <http://toolkitfasmed.wordpress.com>

Email fasmed@ncl.ac.uk



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

A Science in Society Collaborative Project
of the European Community

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DELIVERABLE D7.5 – POSTERS AND BOOKLETS

The project aims to:

Foster high quality classroom interactions that are instrumental in raising achievement and which support teachers in enabling all students to:

- Learn more science and mathematics
- Get better at learning science and mathematics
- Feel better about themselves as science and mathematics students

Methodology:

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.

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Research Objectives

Toolkit

Produce a toolkit for teachers to support the development of practice.

Professional development

Produce a professional development resource that exemplifies the use of the toolkit.

Innovative Pedagogies

Offer approaches for the use of new technologies to support formative assessment in mathematics and science.

Raising achievement

Develop sustainable assessment and feedback practices that improve attainment in mathematics and science

Challenge stereotypes

Challenge stereotyped attitudes and practices which raise anxiety on the part of both teachers and students about mathematics and science.

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.