D8.3 Phase three launch: A meeting in Cape Town for the work package leaders to report on the outcomes of the interventions, experience the South African context and prepare for the final year of evaluation and dissemination.

Introduction

This Deliverable directly leads on from Phase 2 launch (toolkit) (Deliverable D8.2), which was launched officially at the Consortium Meeting in Turin, which took place in October 2014. A summary of the main action points were:

- The Toolkit would be web-based and a working prototype
- Our target is teachers and trainers.
- We can add our position papers (earlier deliverables) for teachers to access and learn about the context of the project and the Toolkit.
- The website will be open for teachers (and teacher educators) to use and access.
- Formative Assessment (FA) needs to be in the fore-front, alongside the design principles…. and how they can use them to create new and their own FA examples.
- There will be 2 page explanations, and all examples will be completed in the structure.
- Science and maths will be represented together.
- Like the model for Edumatics – where relevant materials and pages will be translated into target languages.
- Classroom activities can be also strategies.
- Classroom tasks and lesson plans – these will not be separate – the documents will be placed together to use together.
- Within the toolkit and the website we will detail what FA is, this needs to be explained and emphasised. This will help us to outline our vision and perspectives.
- We will outline the design principles
- Every country is different and has different priorities – we will use the Newcastle website for general information – such as the rationale about what criteria and why criteria is chosen – and link to the Toolkit website
- We need to develop a sense of the audience – and include a section on ways of using the toolkit
- Acknowledge the difference between teachers and teacher educators. Professional Development (PD) obviously for the teachers, but the toolkit will also make it explicit for teacher educators.
- The Website and Toolkit will be in English – with links to other country websites.
- We can include case studies of people using the toolkit could be good example for use in both the PD and research section
- Also we will include things that do not work in the case studies and research section in the toolkit – these could be lessons from the field.

A great deal of strategic planning and discussion took place which shaped the subsequent planning and build up to D8.3

The Cape Town Consortium Meeting

In our original DoW we stated that this would take place in month 24, however, following the Mid-Term Review meeting, this timescale was revised and we held our meeting in month 26 of the project - February 2016.

Our consortium meeting took place in Cape Town in South Africa, hosted by our South African partners at AIMSSEC. AIMSSEC is an initiative of the African Institute for Mathematical Sciences (AIMS), a centre for education and research based in Muizenberg, Cape Town. Established in 2003 as a partnership project with Cambridge, Cape Town, Oxford, Paris Sud XI, Stellenbosch, and Western Cape Universities, AIMS promotes mathematics and science in Africa, recruits and trains talented students and teachers and works to build capacity for African initiatives in education, research, and technology.

This was a significant meeting as we reflected on particular Work Packages and how we were to take our work forward in the final year, our Phase 3. It was an opportunity that enabled partners to gain first-hand experience of the South African educational context and built upon our previous experiences of school visits in the UK, Italy and France. The full programme can be found in Appendix 1.

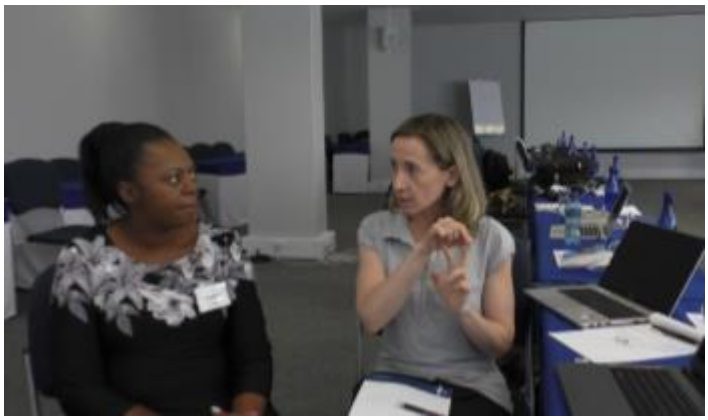
Our Case Studies

In the preceding months each partner had completed a huge body of work – our case studies – which were an essential and very fruitful source of data from our interventions. Our Phase 3 launch meeting, therefore, was our first opportunity to share our case studies and initial findings across all partners. We dedicated significant time to discussing the analysis of our interventions and case studies across our partner countries and agreed on a process for taking this forward.

We dedicated significant time at this meeting to discuss and outline our framework for analysis of the case studies. These sessions were led by our Norwegian team and details of our agreed framework and plan of action – including a timeframe – can be found in Appendix 2.

The web-based toolkit

We were also able to present our latest (work in progress) version of the web-based toolkit. This was designed by a local Newcastle-based graphic design company called Ready Salted. This company has a great deal of experience of working with the University and so the process of producing the website has been very straightforward. On returning from South Africa the Newcastle team met with the designers again to ensure that the suggestions for improvements to the design proposed by the partners were enacted.



School visits

One of the highlights of the programme was our visits to some of the schools that our South African partners have been working with during the FaSMEd project. Our AIMSSEC partners organised for us to visit three different (and contrasting) schools in the area, and each school visit took place in the morning and then we returned to Muizenburg for our meetings. The school visits were both inspiring and thought-provoking, and illustrated the differences of the schools, and schooling, compared to some of our partner schools. Our inclusion of a South African partner has always been prompted by the fact that there are such obvious differences and that we can learn from this, and our visits really brought this to life for all our partners.

Invigorated by our experiences, we returned to our particular countries with renewed vigour and a fresh perspective.

Forward Planning

A task within the Phase 3 launch was also to identify milestones and discuss strategies to achieve these.

We discussed the option of merging two forthcoming events (also Deliverables) as suggested by our Mid-Term Reviewers in month 20. These are our International conference (D7.6) due in month 35 (stated as early November 2016 in our DoW) and our Final meeting (D8.4) which is stated in our DoW to report by month 36. We agreed that we would indeed merge these two events and that this event (the joint international conference and final meeting) would take place in November 2016 (month 35). Our Irish partners kindly agreed to host this for us at the University of Maynooth, Ireland.

We also discussed the idea that this event would be a platform for us to discuss and start work on our final deliverables due at the end of the project:

D3.3 Final Toolkit
D3.6 Final Professional Development Package;
D6.1 Approaches to raising attainment;
D6.2 Policy guidelines;
D6.3 Future research.

Appendix 1

FaSMEd Consortium Meeting, February 2016, Muizenberg

MONDAY 8TH FEBRUARY

5pm: *welcome reception for consortium participants and teachers who've been involved at AIMSSEC, 65 Main Road, Muizenberg*
6:30pm: *find your own supper in Muizenberg or elsewhere*

TUESDAY 9TH FEBRUARY

8:00am to 11am: (approximately): school visits, leaving from Empire Building, Beach Road and return to False Bay College

11:30am to 12:30pm: welcome, introduction, mid term review etc and plans (UNEW and AIMSSEC)

12:30pm to 1pm: partners (AIMSSEC, HIST, UNEW) present on what they have done so far (max 10 minutes each) - we have provided a template [AIMSSEC colleagues will attend]

1pm to 2pm: lunch at AIMS and a walk on the beach

2pm to 3pm: partners (UNOTT, UU, UNITO, NUIM, ENS de Lyon, UDE) present on what they have done so far (max 10 minutes each) [AIMSSEC colleagues will attend]

3pm to 3:30pm: overview: progress as a consortium (led by AIMSSEC and UNEW)

3:30pm to 3:45pm: Break

3:45pm to 5:30pm: WPs 3, 4, 5

5:30pm to 7pm: free time and get to Fish Hoek, which is close to Muizenberg and easy to get to by train (directions will be given)

7pm: dinner at Marie's house (in Fish Hoek) transport back to Muizenberg has been arranged

WEDNESDAY 10TH FEBRUARY

8:00am to 11am: (approximately): school visits, leave from Empire Building and return to False Bay College

11:30am to 1pm: WPs 3, 4, 5

1pm to 2pm: lunch at False Bay College and a walk on the beach

2pm to 3:30pm: WPs (Yasmin Hankel, photographer, with us from 3pm, group photograph at 3:30)

3:30pm to 3:45pm: Break

3:45pm to 5:30pm: WPs 3, 4, 5
Find your own supper/dinner in Muizenberg or elsewhere

THURSDAY 11th FEBRUARY

8:00am to 11am: (approximately): school visits and return to False Bay College

11:30am to 1:30pm: next steps, plans, dissemination, whatever….

1:30pm: leave for Buitenverwachting

2pm to 4pm: lunch

4pm to 6pm: scenic drive back to Muizenberg via Chapman's Peak and Fish Hoek
End of consortium meeting

FRIDAY 12TH FEBRUARY

8:30am to 11am (approximately): optional school visit

Appendix 2

Fasmed Consortium Meeting
WP5

Birgit Pepin,
Ragnhild Stavberg &
Svein Arne Sikko

Muizenberg, 9-11 February 2016

1

D5.1) Methodology: The WP leaders will propose a common methodological approach for the analysis drawing upon the WP1 findings [month 25]

D5.2) Cross- comparative study of case studies: WP participants will produce the inputs from their case studies. The WP leaders will circulate an integrated cross comparative analysis to be commented by the participants including the stakeholders. [month 31]

D5.3) Cross comparative analysis of country studies: In each country the partners will produce an analysis framing the results from FaSMEd within the policy and practice of the country. The WPL and UNEW will produce the final comparison of the experiences [month 31]

2

Research questions

1- How can research-informed approaches help to understand and address key challenges in enhancing participation, engagement and achievement in science / mathematics [in particular to address differences linked to socio-economic status, gender, and ethnicity which appear to be linked to low achievement]?

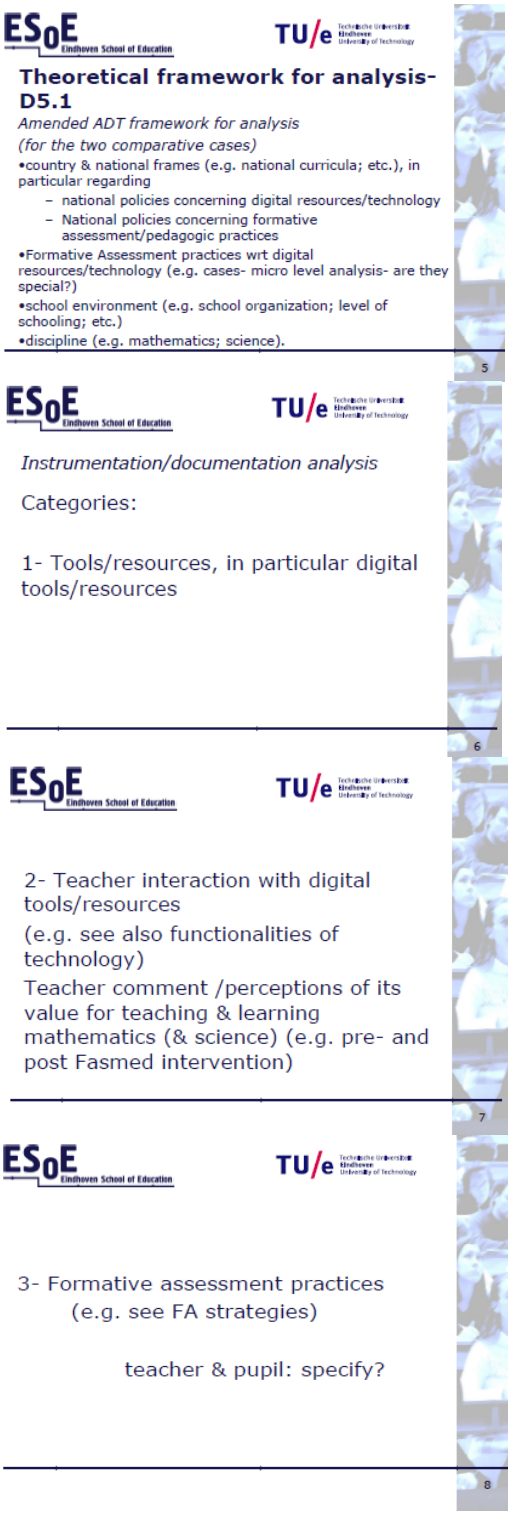
2- What specific new interventions, or changes in policy or practice, offer the greatest potential to improve engagement and learning in science / mathematics and how could their potential effectiveness and feasibility be assessed more fully?

3

Specific questions for comparative analysis

- How do teachers process formative assessment data from students using a range of technologies?
- How do teachers inform their future teaching using such data?
- How is formative assessment data used by students to inform their learning trajectories?
- When technology is positioned as a learning tool rather than a data logger for the teacher, what issues does this pose for the teacher in terms of their being able become more informed about student understanding?

4



Theoretical framework for analysis- D5.1

Amended ADT framework for analysis

(for the two comparative cases)

- country & national frames (e.g. national curricula; etc.), in particular regarding
  - national policies concerning digital resources/technology
  - National policies concerning formative assessment/pedagogic practices
- Formative Assessment practices wrt digital resources/technology (e.g. cases- micro level analysis- are they special?)
- school environment (e.g. school organization; level of schooling; etc.)
- discipline (e.g. mathematics; science).

5

Instrumentation/documentation analysis

Categories:

1- Tools/resources, in particular digital tools/resources

6

2- Teacher interaction with digital tools/resources

(e.g. see also functionalities of technology)

Teacher comment /perceptions of its value for teaching & learning mathematics (& science) (e.g. pre- and post Fasmed intervention)

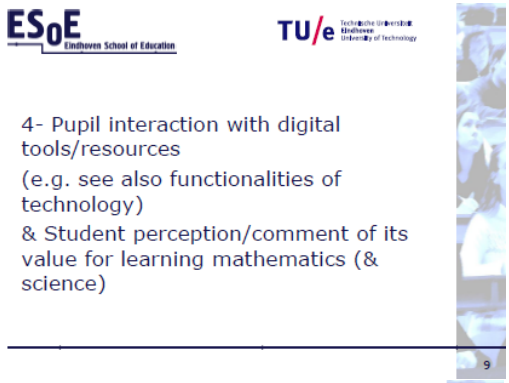
7

3- Formative assessment practices

(e.g. see FA strategies)

teacher & pupil: specify?

8


ESoE Eindhoven School of Education
TU/e
4- Pupil interaction with digital tools/resources
(e.g. see also functionalities of technology)
& Student perception/comment of its value for learning mathematics (& science)
9


ESoE Eindhoven School of Education
TU/e
5- Pupil perceptions of learning and/or achievement
10


ESoE Eindhoven School of Education
TU/e
Consortium activity
Please fill in the two tables for your two (comparative) cases – separately.
To be sent, together with pp presentation of previous day, to the Norwegian team, by Friday 18th Feb:
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