Newsletter: 3 monthly FaSMEd newsletter
Deliverable D7.2

Jill Clark, David Lead, Lury Tiplady and David Wright

December 2016

FaSMEd: Improving progress for lower achievers through Formative Assessment in Science and Mathematics Education
Grant agreement no: 612317

News Items

A week of the FaSMEd website has been devoted to an interview with the first of the partner universities. We were very pleased to hear from Dr. Annie M. M. of the University of Pretoria about the progress of the project in South Africa. Dr. M. talks about the project and how it is being implemented in schools.

South Africa appoints the Principal Investigator

South Africa appoints for Principal Investigator for the FaSMEd Project.

News from the universities:

University of Pretoria:

The University of Pretoria has appointed Dr. Annie M. M. as the Principal Investigator for the FaSMEd Project. Dr. M. is a renowned researcher in the field of mathematics education and has made significant contributions to the field.

Upcoming events:

The University of Pretoria will be hosting a FaSMEd Forum meeting in Pretoria on 22nd May 2014. The Forum will bring together researchers and practitioners to discuss the progress of the project and to identify future research directions.

About the project

FaSMEd is an EU-funded project that aims to improve the teaching and learning of mathematics and science in lower achieving students. The project is led by a team of experts from universities in Europe and South Africa.

The project involves the development of new teaching materials and training programs for teachers, as well as the creation of online resources for students. The ultimate goal is to improve the learning outcomes of lower achieving students in mathematics and science.

Support for the project is provided by the EU, and the project is managed by the University of Pretoria in South Africa.

For more information on the FaSMEd project, please visit our website: faarmed.eu

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FaSMEd Launch Conference

Stakeholder meetings happen across Europe and South Africa

FaSMEd partners
- Newcastle University, UK
- The University of Nottingham, UK
- National University of Ireland, Marbáth
- University of Cambridge, UK
- University of Oxford, UK
- African Institute for Mathematical Sciences, South Africa
- University College (£ Tred) London, UK

News Items

FaSMEd NEWSLETTER
Issue 2
30th June 2014

Welcome to our second issue of the FaSMEd newsletter. This issue focuses on recent developments and news, and in particular Tomatoes is the subject of the newsletter. As always we hope to keep you up to date with the latest news and events in the field.

For further information please see:

The project FaSMEd is funded by the European Commission’s Seventh Framework Programme

For Tomatoes, a new mushroom has been developed called the "Tomato Mushroom". This mushroom is said to be the perfect combination of a tomato and a mushroom, containing the flavor of both without the need for artificial ingredients.

In addition, the project has also developed a new type of tomato called the "Super Tomato". This tomato is said to be more nutritious than traditional tomatoes, with a higher concentration of antioxidants and vitamins.

As part of the project, researchers have also developed a new technology for growing tomatoes, which they believe will help to increase production and reduce waste.

For more information, please visit the FaSMEd website or contact the project team directly.

Dr. Jonathan, EU
FaSMEd Project Manager
FasMED partner schools

We are very pleased that there has been a great deal of interest from potential new partner schools in the FasMED project. We are very excited about the possibility of having one of our schools as a partner school and would love to hear from you! If you are interested in becoming a partner school, please contact us at fasmed@europe.fasmed.org.

Innovative teaching in mathematics classrooms: a research project involving 80 students and 20 teachers in two different regions.

The project aims to improve the teaching and learning of mathematics in schools by developing innovative teaching methods. Teachers will work with their students to develop new approaches to teaching mathematics, focusing on student engagement and active learning. The project will involve the use of technology and digital tools to enhance the learning experience.

Levine College: A new school in the United States

Levine College is a new school that opened its doors in 2014. The school offers a unique learning environment for students, focusing on project-based learning and personalized instruction. The school aims to provide a supportive and enriching environment for students to develop their skills and achieve their academic goals.

FasMED NEWSLETTER

Issue 3
30th September 2014

Meet our Strategic Advisory Committee

The Strategic Advisory Committee (SAC) has met regularly to discuss and address issues related to the implementation of FasMED project. The next meeting will be held on November 15th and 16th.

Chris Ollis: Head of the Department of Mathematics at Hong Kong University of Science and Technology

Chris Ollis is the head of the Department of Mathematics at Hong Kong University of Science and Technology. He has contributed significantly to the field of mathematics, particularly in the areas of algebra and number theory. Ollis is a respected expert in his field and has published extensively on various mathematical topics.

Antonios J. Papageorgiou, Professor of Mathematics at the University of Athens, Greece

Antonios J. Papageorgiou is a professor of mathematics at the University of Athens, Greece. His research interests include algebraic geometry and number theory. Papageorgiou is a highly regarded mathematician and has made significant contributions to the field of mathematics.

David Williams, Professor of Mathematics at the University of Oxford, UK

David Williams is a professor of mathematics at the University of Oxford, UK. He has made significant contributions to the field of mathematics, particularly in the areas of probability and stochastic processes. Williams is a highly respected academic and his work has been widely recognized.

Welcome to FasMED Conference 2015

The FasMED Conference will be held on 22nd and 23rd October 2015 in London. The conference aims to bring together experts from around the world to discuss the latest developments in the field of mathematics education. The conference will feature keynote speeches, panel discussions, and poster presentations.

FasMED to attend Science and Professional Development Conference in Zambia

The FasMED team will be attending the Science and Professional Development Conference in Zambia on 20th October. This conference is an excellent opportunity for FasMED to promote its work and share its knowledge with other professionals in the field of mathematics education.

The conference will provide a platform for FasMED to showcase its work and provide valuable insights into the latest developments in the field of mathematics education. The conference is expected to attract a large number of attendees from around the world, making it a valuable opportunity for FasMED to engage with other professionals and share its expertise.
Focus on technology....

Macbeth seeks to research new use of technology in performance assessment processes in the classroom, although the exact nature of the technology still will vary across partners’ countries. There are introduction cases of the technology that partners are currently discussing with schools.

National University of Ireland, Maynooth, Ireland

Desmoch is a small student resource software features teachers’ emugage with administrators with a variety of digital resources and games. It uses a mobile, smartphone, and tablet.

Strategic University, The Netherlands

Choose the most part of the project to design a computer-based formative assessment tool for teachers. The tool will eventually consist of a collection of knowledge-based tools that are difficult for students to use at the primary level.

Our first design is a bit too complex, it is a bit too complex. The two tools have been developed for different purposes. However, the teachers of the participating countries have made it possible that the teachers can use these in their classroom.

For the second-hand knowledge tools, we have already tested them. When they cover the context, they can be very useful for the teacher to use in the classroom. The teachers can use them to discuss the problem with their students and the children.
Focus on South Africa

Meet Julian Marshall, our FasMed Film Contractor...

Julian Marshall is an IT Learning Designer who will be developing the FasMed film project. He will be working closely with the project team to create engaging video content that will support learning.

In his role as an IT Learning Designer, Julian will be responsible for developing interactive and engaging video content that will be used in the FasMed film project. He will work closely with the project team to ensure that the video content is aligned with the learning outcomes and objectives.

Julian has a background in multimedia design and has worked on a number of projects in this area. He is experienced in using a range of tools and technologies to create engaging video content.

He is also skilled in troubleshooting technical issues and has experience working with a diverse range of clients.

Julian is passionate about developing innovative and engaging learning materials and is excited to be working on this project.

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FasMed Newsletter

Welcome to our third issue of the FasMed newsletter. This issue includes news and updates from across the project, with a particular focus on our South African partner.

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FasMed International Meetings

Congratulations to FasMed partner Julian Marshall, University of Nottingham, for their presentation at the 15th Annual Conference of The National Philippine Association of Science and Mathematics Teachers (NPASMT) in the Philippines.

The presentation, entitled “The Impact of Online Learning on Student Engagement,” discussed the benefits of online learning and the strategies used to enhance student engagement. The presentation was well-received by the audience and generated a lot of interest in the project.

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FasMed-South Africa

FasMed-South Africa is a partnership between the University of Nottingham and the University of South Africa. The project aims to develop innovative teaching and learning materials for science and mathematics education.

The project is funded by the European Commission's Erasmus+ programme and is led by the University of Nottingham. The South African partner is the University of South Africa.

The project is focused on developing innovative teaching and learning materials for science and mathematics education. The materials will be developed using a range of tools and technologies, including digital storytelling and gamification.

The project will also focus on developing a sustainable model for delivering the materials to schools in South Africa.

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News from Nottingham

The Centre for Research in Mathematics Education (CRIME) at the University of Nottingham is a well-established research centre known for the quality of its research and design in mathematics education policies, curriculum assessment, CPD and classroom practice. In particular, these areas do emphasis on improving pupils' understanding, processes, products and experience with and for teachers and their students. For further details, see our website at http://www.nottingham.ac.uk/education/index.aspx

Our challenge

With a long history in the area of design research, the Centre hosts a number of research projects that encourage innovative approaches through experimental teaching, collaborative work, questioning, peer-assessment and the use of sample data. The Centre leads work on the FaSMEd project in the UK that focuses on delivering the technology to schools. This technology can be used effectively to support formative assessment in different ways.

Our local schools

We are working with a group of local schools, with those participating teachers research and focusing on the use of FaSMEd in mathematics lessons. Weekly school-based class tests of 5 minutes are set, with the formative feedback being given to pupils and teachers immediately after the test. The tests are designed so that each are aimed at achieving a specific learning objective. Each test is built around the mathematical idea of the test, which is also a key goal for the school. Each test is provided with an overview of students' responses for checking each of their answers.

Feedback from students

This has also helped students to be more engaged in the test, as they are able to check their work and understand their mistakes. The feedback also allows students to identify areas where they need to improve and make adjustments to their learning. The test results are also used to inform future lessons and assessments, ensuring that students are continually improving and progressing.

480 partners meet in Lyon, France, 28th-30th April 2015

At the end of April 2015, partners from France, Italy, Germany, Norway, Ireland, the Philippines, South Africa, and others, gathered in Lyon, France, to discuss the challenges and share preliminary findings from the early study schools and discuss the developing project.

It was an opportunity for partners to share FaSMEd practice with each other and to discuss the challenges and opportunities posed by the project. The project involves schools from around the world, with partners in the UK, the US, and Asia. The aim is to develop a framework for formative assessment that can be used to support the development of effective teaching and learning in mathematics. The project is funded by the European Commission and is led by the University of Nottingham.
News from Turin

The University of Turin (UNTo) is one of the most Italian Universities, with an international perspective in the fields of research and education. The members of the UNTo department are the Department of Philosophy and Education, which combines study of teachers, education and educational policy.

Our perspective on formative assessment

Several studies show that formative assessment of the learning process and of the students' development is one of the best ways to increase learning effectiveness. It is clear that formative assessment has the potential to improve the quality of teaching and learning, but also to encourage student involvement and to provide a more comprehensive view of student achievement. The formative assessment approach is based on the idea that assessment should be an ongoing process, rather than a one-time event, and that it should be used to support and improve student learning.

The focus of this article is on formative assessment, which involves ongoing, continuous, and multiple assessments of the students' learning progress, feedback, and reflection. This approach aims to help students develop their understanding of the subject matter, to improve their learning strategies, and to provide opportunities for them to engage in self-regulated learning.

Our School/Class

Each class teaches three school subjects, which aim to make the student self-aware and capable of thinking critically. The classes are structured around the following themes:

- Eight teachers and their nine classes (primary school classes, grades 1-6, and a lower secondary school class, grades 7-9) are involved in the Student Education of Student Competences project.
- The students and their teachers have been selected to participate in the project, and the project is being implemented in the same way as in the other schools involved.
- The project is based on the idea that formative assessment should be used to support the teachers in planning and implementing their lesson plans and to provide feedback to students.

FasMed Project Developments...

Ethical Review Report

The report was submitted to the Ethics Committee of the University of Turin and was approved by the Ethics Committee of the University of Turin. The report was submitted to the Ethics Committee of the University of Turin and was approved by the Ethics Committee of the University of Turin. The report was submitted to the Ethics Committee of the University of Turin and was approved by the Ethics Committee of the University of Turin. The report was submitted to the Ethics Committee of the University of Turin and was approved by the Ethics Committee of the University of Turin.

FasMed Newsletter Issue 7

Welcome to the seventh issue of the FasMed Newsletter. This issue includes news and updates from across the project.

FasMed Researcher of the Month: \( \text{Dr.}\ Name \text{or}\ Researcher\ Name\)

This month's Researcher of the Month is Dr. Name or Researcher Name. Dr. Name or Researcher Name will be featured in this month's Newsletter. Dr. Name or Researcher Name will be featured in this month's Newsletter.

FasMed is a project funded by the European Union's 7th Framework Programme.
News from France

Our team in France has been working with teachers in a number of schools to integrate technology in their classrooms. The project aims to improve the overall quality of education by providing teachers with the tools they need to enhance the learning experience for their students.

The project has been well-received by both teachers and students, who have reported increased engagement and better understanding of the material. The use of digital tools and online resources has also helped to break down barriers to learning, making education more accessible to all.

An example of this is the use of interactive whiteboards, which enable teachers to engage students in more interactive and interactive learning activities. This has led to an increase in student participation and a more dynamic classroom environment.

In conclusion, the integration of technology in the classroom is a positive development that will undoubtedly benefit both teachers and students. It is an exciting time for education, and we look forward to seeing how technology continues to shape and transform the way we learn.
Since returning from South Africa, (David) Knight has met with the designer again to ensure that the suggestions for improvements to the design proposed by the designer will be enacted.

**School visits**

One of the highlights of the programme was our visits to some of the schools that the South African partners have been working with during their robotics project. Our delivers to these partners ensured that they were able to develop the teaching and learning materials and support the students in the area, and each school visit took place in the afternoon and then we returned to Bloemfontein for our meetings. For school visits we brought inspiring and thought-provoking videos, and discussed the differences of the schools, and videos, presented to inform our partners. Our inclusion of a South African partner has always been promoted by the fact that there are so many differences and that we can learn from each other, and these visits really brought this to life for all our partners.

**FaSMeD Project Developments**

FaSMeD Bing, Euts Michael from NLM Learning Design keeps us up to-date.

South Africa, Alternative and electric vehicles are now changing the face of the automotive industry. In a traditional car, batteries have been used for a very long time, and the replacement of these batteries is a new area of research. The development of electric vehicles has led to the creation of new technologies, such as wind turbines and photovoltaic panels, which can be used to generate power. In addition, electric vehicles are more environmentally friendly, as they produce zero emissions.

**The Role of technology in promoting formative assessment practices in science classes**

Eilles Edna, Eileen Monsalve, Sarracino de Lima, France and and Majella Cemery, Maynooth University, Ireland.

Eilles and Majella presented findings from the FaSMeD project in France and Ireland at the 2018 Perspectives in Science Education Conference (OSER 2018). The project focused on the development of new teaching and learning materials and methods for science education. The project team consisted of a group of researchers from different countries, and they were working on developing new materials and methods for teaching and learning in science.

**The new FaSMeD project website**

The new FaSMeD project website will be launched in the near future, and it will provide a range of resources for teachers and students. The website will include a variety of resources, such as lesson plans, activities, and games, as well as a discussion forum where teachers and students can share their experiences and ideas. The website will also include a section for parents, where they can find information about the project and the materials that are being developed.

**Conference paper available here**

The team at Newcastle University trial an innovative research method in order to find out what the students thought of FaSMEd: Comics.

Research of the type was one of a kind and the team at Newcastle University have been building an innovative approach to eliciting the views of students about ideas, techniques and in research projects. Over a period of 6 months, they asked their students to think about the whole of their educational experience. They were divided into groups of 6 and asked to develop a comic strip over a period of 6 months. Each group was given a set of postcards, each with a different theme: “mathematics”, “students”, “newspaper”, “comics”, “realistic” and “fantasy”. They were told to use these postcards to develop a comic strip as part of their learning experience. The comic strips were then collected and used to identify themes and ideas that the students had found interesting, relevant and important. The project aimed to provide an opportunity for students to reflect on their own learning experience and to gain a greater understanding of the role of comics in educational contexts.

FaSMEd Project Developments...

News from the team at Exeter

The Exeter team at the University of Exeter have been working on an innovative approach to developing a comic strip as part of their learning experience. The project aimed to provide an opportunity for students to reflect on their own learning experience and to gain a greater understanding of the role of comics in educational contexts.

A valuable exchange of ideas

Inspired by the success of this project, the team at Newcastle University have been working on an innovative approach to developing a comic strip as part of their learning experience. The project aimed to provide an opportunity for students to reflect on their own learning experience and to gain a greater understanding of the role of comics in educational contexts.

FaSMEd at the 13th International Congress on Mathematical Education

From 24th June to 2nd July, the 13th International Congress on Mathematical Education (ICME 13) was held in Hamburg, Germany. The 13th ICME is an international congress, attended by mathematicians and educators from all over the world, and this year saw more than 1200 participants. This year, the FaSMEd project was well-represented in the conference programme, with presentations on a variety of topics related to mathematical education.


Welcome to our eleventh issue of the FaSMEd newsletter. This issue includes news and updates from across the project and details about our upcoming International Conference and Final Evaluation.

FaSMEd paper wins award at the British Educational Research Association Conference

In the University of Nottingham, where the team was based, the project was well-represented at the conference. The project team were awarded a prize for their paper on the role of comics in educational contexts, which was presented by Dr. Sarah Bateman and Dr. David Wilson. The paper discussed the use of comics as a medium for teaching mathematics, and the ways in which students can use comics to express their ideas and experiences.
FaSMEd International Conference
1st November 2016
Maynooth University, Ireland

We are delighted to announce that the FaSMEd Project will be holding an International Conference in Maynooth, Ireland, to disseminate outcomes of the project. We look forward to welcoming delegates from academia, policy and practice. For programme details and to secure a place at this event please see below:

To attend, please register at: http://bit.ly/2xUIb6V
Registration will remain open until all places are allocated. The event is free of charge for further information about the event please email: info@fasmoved.eu

FaSMEd Final Meeting
2nd November 2016
Maynooth University, Ireland

As we reach the end of our three-year project, this final meeting will bring together project partners with invited experts from academia, policy and practice to discuss and establish the future implications of the FaSMEd project.

To attend, please register at: https://tinyurl.com/FaSMEdFinal
Registration will remain open until all places are allocated. For further information about this event please email: info@fasmoved.eu

FaSMEd International Conference and Final Meeting, Maynooth University, Ireland,

The FaSMEd partners, members of the project Advisory Committee and evaluators met together with invited guests from research, policy and practice for the FaSMEd International Conference on the 1st November 2016. This was an opportunity to share the outcomes of the FaSMEd project, including research findings from the partners' site studies as well as the FaSMEd website and toolkit website (www.fasmoved.eu). Each partner produced a research report and these were displayed and used as a basis for discussion throughout the conference. These papers are available online at: https://research.maynoothuniv.ie/23928/1/FaSMEd_Final_Meeting_Papers.pdf

The FaSMEd final meeting on the 2nd November brought together again all partners, guests and key invited guests, representing a significant international academic community of educators, policy and practice in science and mathematics education with specific knowledge of digital technologies and Pedagogical Assessment. The meeting was designed to facilitate discussions on using achievement in mathematics and science education with a focus on the implications for future research and policies and our final deliverables, due at the end of the project.

At the end of the day we also took the opportunity to acknowledge the achievements of the partners and the extensive contribution to the work of the project and those involved. Many of the outcomes of the FaSMEd project, including research findings from the partners' site studies as well as the FaSMEd website and toolkit website (www.fasmoved.eu). Each partner produced a research report and these were displayed and used as a basis for discussion throughout the conference. These papers are available online at: https://research.maynoothuniv.ie/23928/1/FaSMEd_Final_Meeting_Papers.pdf

A workshop on the 2nd November will be an opportunity to understand the achievements of the FaSMEd and the extensive contribution to the work of the project and those involved. Many of the outcomes of the FaSMEd project, including research findings from the partners' site studies as well as the FaSMEd website and toolkit website (www.fasmoved.eu). Each partner produced a research report and these were displayed and used as a basis for discussion throughout the conference. These papers are available online at: https://research.maynoothuniv.ie/23928/1/FaSMEd_Final_Meeting_Papers.pdf

Newcastle (UK) teachers meet to discuss the impact of FaSMEd

Teachers from the two Newcastle case study schools met with researchers to discuss the impact of FaSMEd in their schools. Over the end of the intervention phase of the project. Despite the increase in pressure on schools to engage with a multitude of agendas leading to what had been termed ‘inward-facing’ initiatives, teachers remained committed to those practices they found most beneficial in their classroom. In year one, the practice of using continuous assessment tools has been rolled out in the mathematics department with feedback from students in the classroom. A second opportunity to share these results with other teachers is the FaSMEd Toolkit that has been added to the ANGEL website. In year two, work focused on building the classroom of the future with students and parents. The work is the ‘inward-facing’ initiatives that have been added to the ANGEL website and is now a part of student practice. A teacher commented ‘this gave me just what I needed when I needed it’ or ‘that’s the best thing about FaSMEd’.

The Sheffield team has been busy during the summer in preparation for the year one of FaSMEd. They have made sure that all teachers who were involved in the project have been launched.

FaSMEd NEWSLETTER

Issue 12
16th December 2016

Welcome to our final issue of the IaMSSec newsletter. This newsletter includes new news and updates from the project and provides information about the FaSMEd Toolkit and professional development package now available online. 

Newcastle (UK) teachers meet to discuss the impact of FaSMEd

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