2015: an overview of FaSMEd @ Newcastle

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Who we worked with and what we did

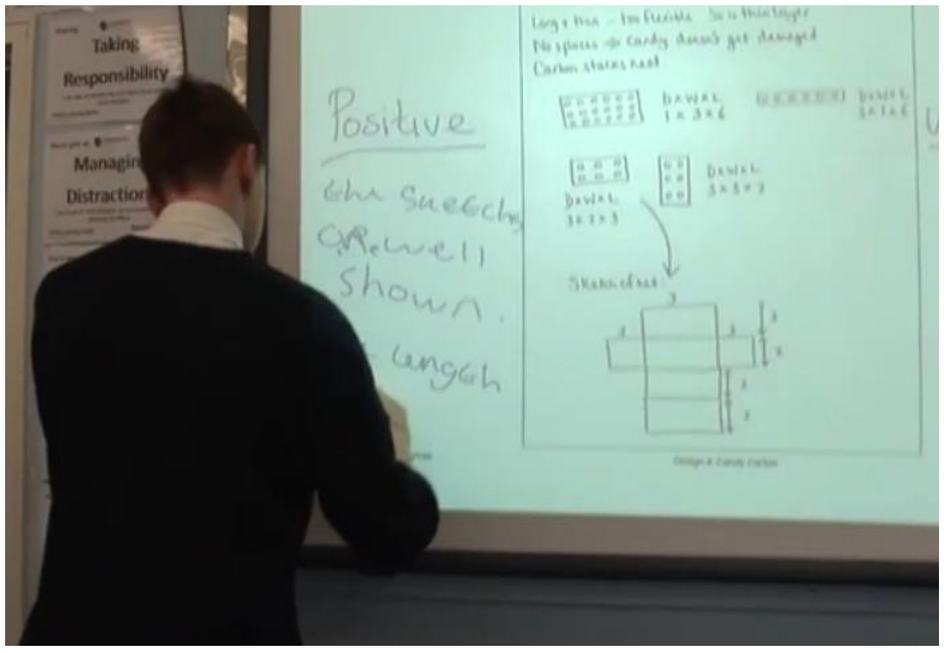
12 teachers

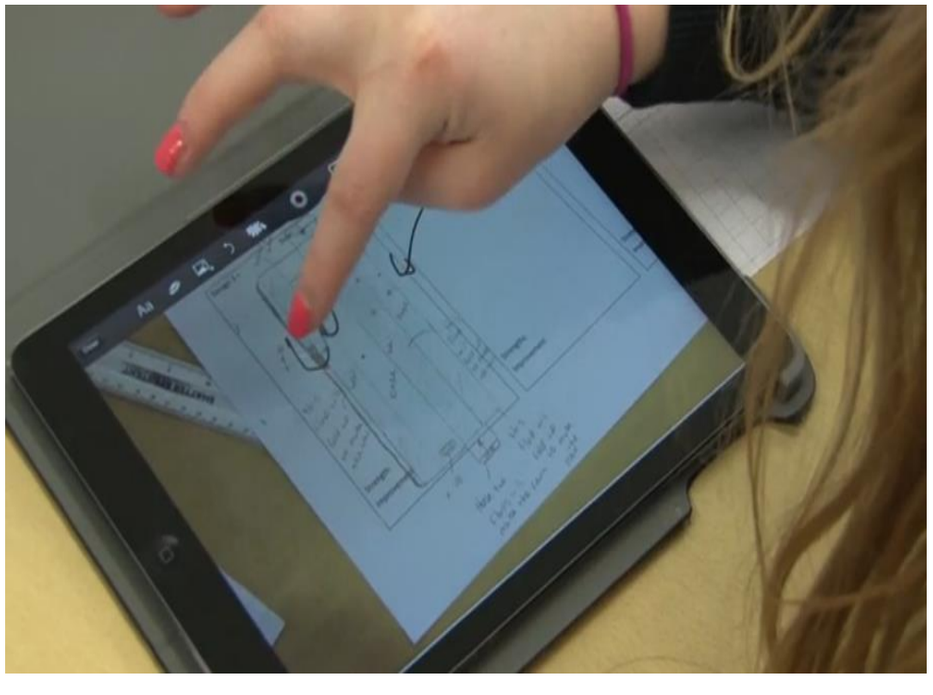
3 secondary schools

‘FaSMEd’ lessons per teacher

cluster meetings

Formative assessment and technology





Interactions with teachers

- Attendance at the lesson planning meetings
- Lesson observation - video and notes
- Teacher record sheets
- Interviews with the teachers at the start and end of the project

Case study 1: Jessica

Jessica’s class:

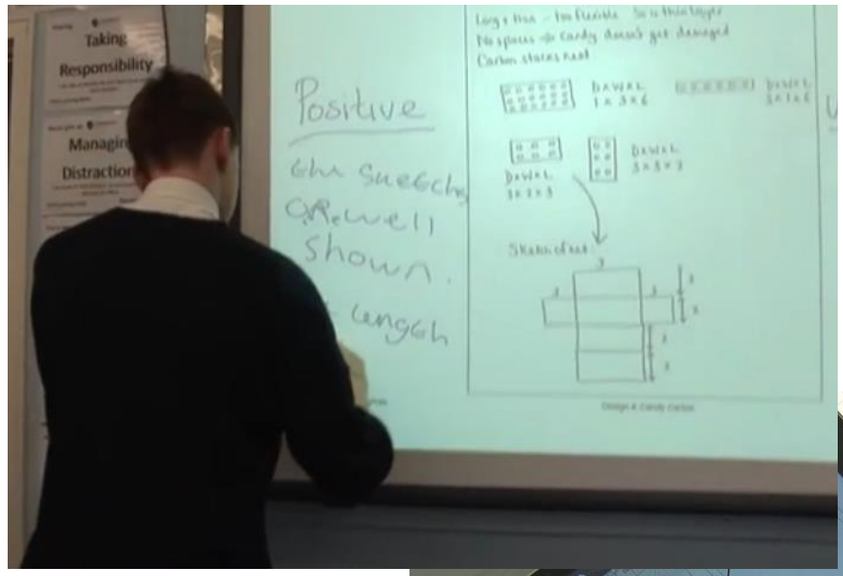
- Year 7 students (11-12 years old)
- 23 in the class (10 males and 13 females.)
- Set 3 for mathematics (1= high ability , 5=students with behavioural issues)
- Activities: selling soup, interpreting distance-time graphs, candy cartons, optimizing coverage: security cameras, journey to school

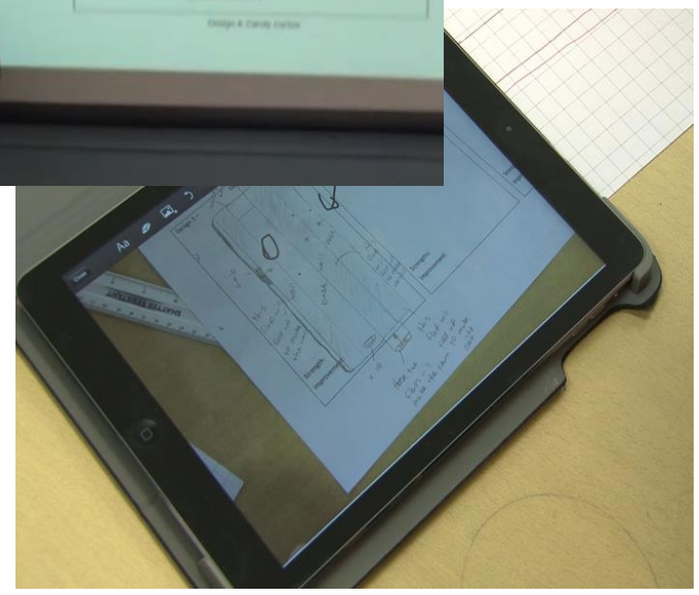
Jessica’s use of formative assessment

Pre-FaSMED

Lolli- sticks and whiteboards

During FaSMED





Interactive whiteboard and ipads

Jessica’s opinion of technology- informed formative assessment

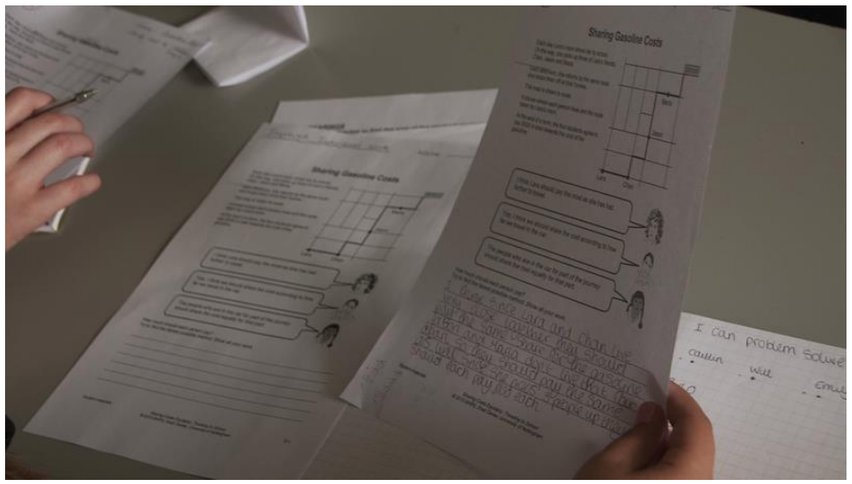
I have really liked having the white board, not just for this class but for all classes, the interactivity of it, they love coming up and putting their answers on there. I have used the ipad’s in conjunction with it, so they can project their answers up onto the board so it can be annotated. Or for people that don’t have the confidence to go up to the board, they can sit with the IPad on the desk while it is being projected up there and talk through certain aspects of it that everyone can see. So that has been nice.

Case study 2: Thomas

Thomas's class:

- Year 7 (aged 11-12 years)
- 20 in the class
- Set 5
- Activities: interpreting Distance-Time graphs, selling soup, journey to school, candy cartons, optimizing coverage-security cameras

Thomas' use of formative assessment



Pre-assessment tasks

mobile phone combined with Interactive Whiteboard using 'Plickers'

ipads and socrative

Thomas' opinion of technology-informed formative assessment

we raved about [socrative] from the start, it is a quick way to get the whole class's feedback, get results immediately so you can compare them. There's so much discussion with the class because without them even knowing who gave the wrong answer or how many people said this and how many people said that, they can say why there are so many different answers to this if we are all looking at the same question. And that just sparks off discussion within the class

The students' perceptions of technology-informed formative assessment

Yeah, it is a lot different being on the ipad than being on paper. There is an app that the teacher sends stuff through to and then we can draw on it and then when we send it back the teacher goes through it and looks at what other people have said. The teacher compares them, there is always that one answer that is better than everyone else's, we find out from other people's decisions.

Intervention cases

All the activities from the schools linked to Newcastle University are from the Mathematics Assessment Project (MAP)

Majority ‘problem solving’ including:

- Designing Candy Cartons
- Developing a sense of scale
- Security Cameras
- Selling Soup
- Sharing costs travelling to school
- Planting Trees
- Gold Rush

Chosen by schools – easy to fit into the established ‘scheme of work’.

Up to 6 activities completed (3 per term) on a 3 week plan – do – review cycle

We attended and observed about 2-3 examples of each phase from each school.