Meeting with Schools
March 26th 2015
Questions

- What did you do?
- How was the technology used?
- What were the opportunities for formative assessment?
- How were the opportunities used?
- What have you learned?
Research questions

- How do teachers **process** formative assessment data from students using a range of technologies?
- How do teachers **inform their future teaching** using such data?
Formative assessment

Key areas of interest:
• Building on student’s prior knowledge
• Identifying and responding to students’ conceptual difficulties
• Using questioning
• Increasing student collaboration
• Students becoming assessors.
Role of technology

- A direct replacement for paper-based methods?
- A replacement with benefits?
- A replacement with disadvantages?
- A method that changes the process of teaching and learning?
Planning with technology

• What information does the technology provide?
• How will it be used?

Examples:
Profile of students’ responses to diagnostic questions
Reasons for students’ choice of response
Students’ responses to tasks in class
Write down an expression for the area of this shape

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<th>3</th>
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A walk to the shop...

One day John went for a walk to the shop. The graph below shows his walk. Describe what may have happened.

Distance from home (km)

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>0</th>
<th>15</th>
<th>30</th>
<th>45</th>
<th>60</th>
<th>75</th>
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<tbody>
<tr>
<td>Distance (km)</td>
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It took him 1 hour & 15 minutes to walk 5 km. Then he went back 3 km which took him 30 minutes. Then he walked 6 km in 1 hour & 15 minutes. He then stopped at 8 km for 30 minutes.
Izzy and Harry:

This is amazing
It is awesome
It is awesome

Cool!

- Jessie
Planning for formative assessment

- What responses from students may arise?
- What are the common misconceptions underlying these responses?
- What questions will you ask to deal with these?