2015: an overview of FaSMEd @ ENSL

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Who we worked with and what we did

18 teachers
  » 2 primary schools
  » 2 low secondary schools
  » 1 high secondary school

6 cluster meetings
Formative assessment and technology

Clickers (Student response system)
Beamer

Tablets
One Note
IWB
Maple TA

Interactions with teachers

- Different contexts: one school is 200km far from Lyon, the others are in the suburbs
  - Several 3-4 days visits following the class
  - Short meetings with teachers
- Journal
- Interviews after the lessons
- Questionnaire about teachers' background
- Observations: videos and pictures (all videos available on demand on https://ife.ens-lyon.fr/fasmed/)
Case study 1: Thomas and his grade 9 maths class

School context: low secondary school of a small town in South-East of France (Gap)

Grade 9 class (students’ age: 13-14), composed of 22 students with an average school level

Time-distance activity

Thomas' use of formative assessment

Before FaSMEd
“The use of formative assessment was implicit. I had very low awareness of it."  
*Working in groups*
Thomas' use of formative assessment

Before FaSMEd
“The use of formative assessment was implicit. I had very low awareness of it.”

Time of sharing

Case study 2: Lisbeth and Thomas and their Physics and maths grade 7 class

School context: located in a disadvantaged area of the suburbs of Lyon

Grade 7 class of students (11-12 years old) with an average school level in the context of this school and a great heterogeneity

Time – temperature activity
Lisbeth and Thomas' use of formative assessment

After FaSMEd
“Now, FA, it’s an opportunity to know where the students are. It’s a question of taking information about the class, to send it back and the objective, after that is to propose adjustments” Lisbeth & Thomas

Session 3
Maths

Lisbeth and Thomas' use of formative assessment

After FaSMEd
“Now, FA, it’s an opportunity to know where the students are. It’s a question of taking information about the class, to send it back and the objective, after that is to propose adjustments” Lisbeth & Thomas

Session 8
Physics
Lisbeth and Thomas' use of formative assessment

After FaSMEd
“Now, FA, it’s an opportunity to know where the students are. It’s a question of taking information about the class, to send it back and the objective, after that is to propose adjustments” Lisbeth & Thomas

Intervention cases

Intervention cases that feed into WP3:

• Fractions with grade 4 students (Maths)
• Equivalence of fractions with grade 4 students (Maths)
• Improper fractions with grade 4-5 students (Maths)

• Scales with grade 6 students (mathematics and sciences)
• Real and apparent size of objects seen through a microscope with grade 8 students (Science)
• Electricity: measurements of voltage and intensity with grade 8 students (Science)

• Linear functions with grade 9 students (Maths)
• Introduction of probability with grade 9 students (Maths)
Thank you!