

2014-2016: an overview of FaSMEd @ ENSL

Monica Panero & Gilles Aldon

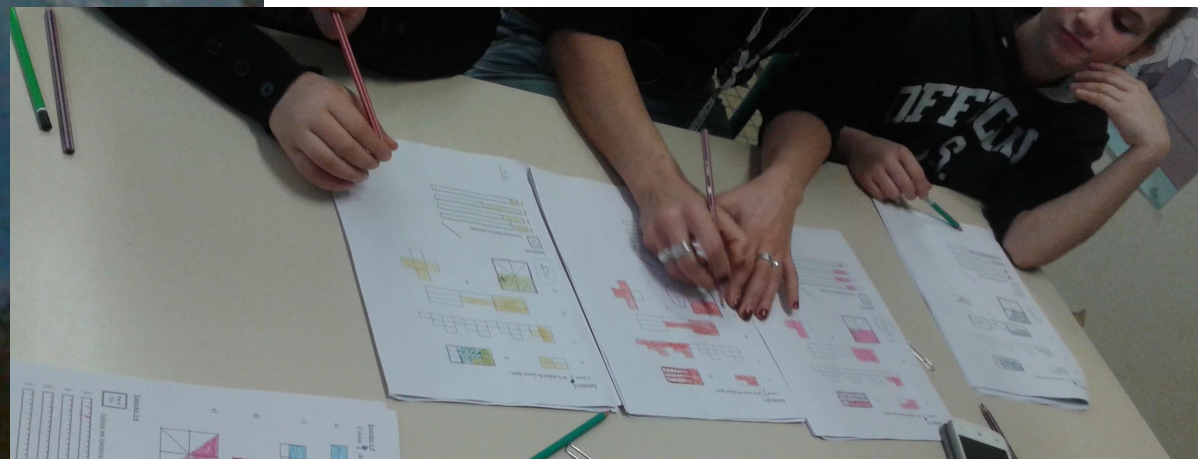
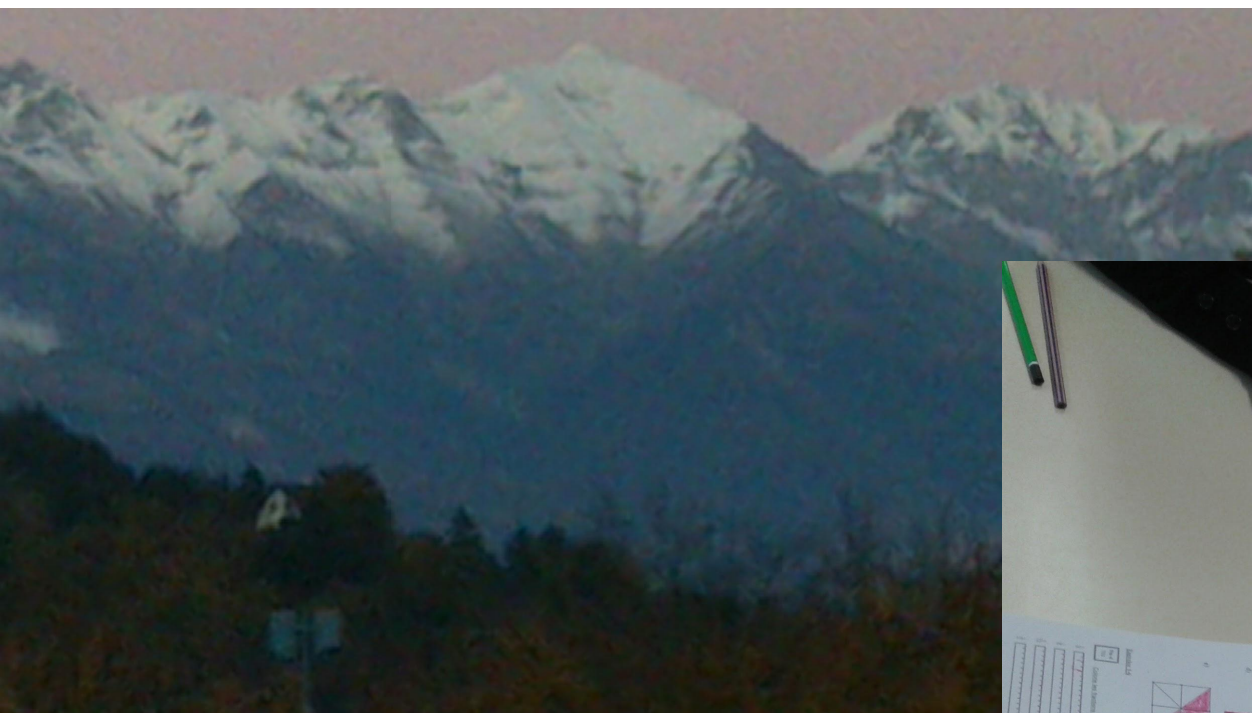
Who we worked with and what we did?

18 teachers

- ❖ 2 primary schools
- ❖ 2 low secondary schools
- ❖ 1 high secondary school

6 cluster meetings

1 final meeting (9th November)




Who we worked with and what we did?

A French FaSMEd Website : <https://ife.ens-lyon.fr/fasmed/>

Espace privé

Recalculer cette page



LE PROJET

EVALUATION FORMATIVE


RESSOURCES POUR LA CLASSE

ELABORER MES RESSOURCES

RECHERCHE

recherche

FASMED




FASMED


mercredi 22 avril 2015

Le projet FaSMEd s'appuie sur une collaboration de partenaires internationaux qui sont tous des spécialistes de pédagogies d'investigation en mathématiques ou en sciences.


La recherche questionne le rôle de la technologie dans les processus d'évaluation formative et cherche à montrer l'impact de telles pédagogies, en particulier pour des élèves en décrochage en mathématiques et en sciences. Ce projet international adapte et développe des stratégies d'enseignement appuyées sur les recherches conduites par les partenaires, afin de faciliter les apprentissages des élèves. Le travail réalisé se veut fortement inter disciplinaire, et est axé sur le développement des pratiques d'évaluation formative utilisant les technologies. Ce site est la partie française du site FaSMEd et de la boîte à outils FaSMEd.



INSTITUT
FRANÇAIS
DE L'ÉDUCATION



Sciences
S2HEP
Société
Education




CONFÉRENCE INTERNATIONALE POUR
L'ÉVALUATION DE L'APPRENTISSAGE EN
L'ENSEIGNEMENT DES MATHÉMATIQUES
INTERDISCIPLINAIRE (CIEAEM) 67
FAISANT PARTIE DE L'INSTITUT DE RECHERCHES
ÉDUCATIVES

FaSMEd lors de la conférence CIEAEM 67

0 | 3 | 6 | 9


PARTENAIRES :



Universiteit Utrecht


BREVES

READ MORE



2016/02/12

Meeting d'avancement du projet en Afrique du Sud



2015/10/08

Une expérience FaSMEd à l'école primaire présentée à DI.FI.MA.



2015/08/07

FaSMEd lors de la conférence CIEAEM 67

CONTACT

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Ifé

Se connecter

Back Office

Formative assessment and technology



Clickers (Student response system)

Beamer

Tablets
IWB

One Note
Maple TA



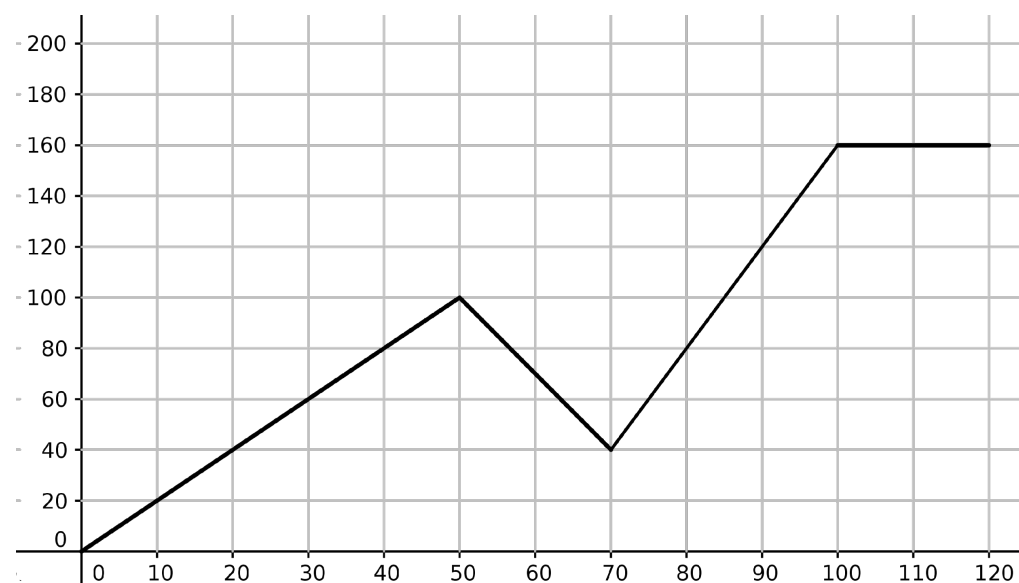
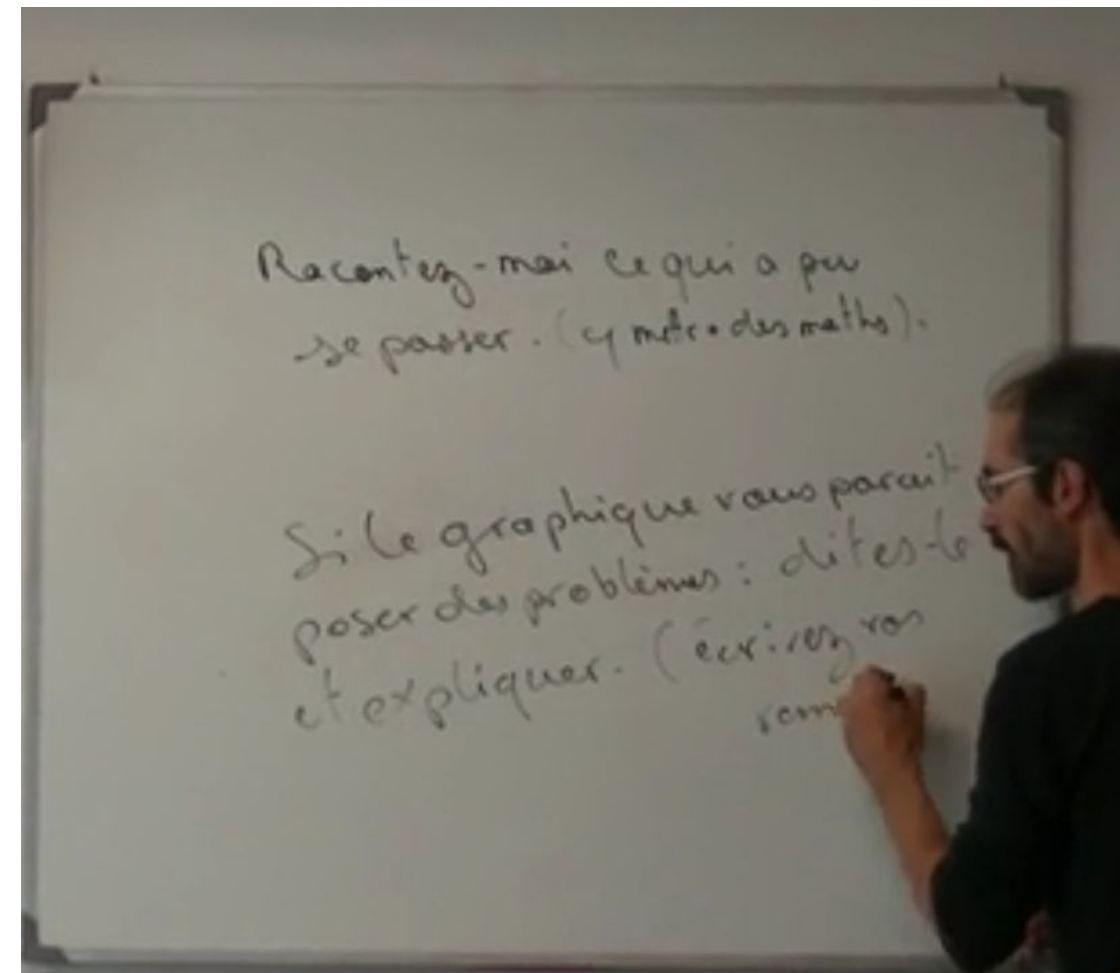
Interactions with teachers

- ❖ 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



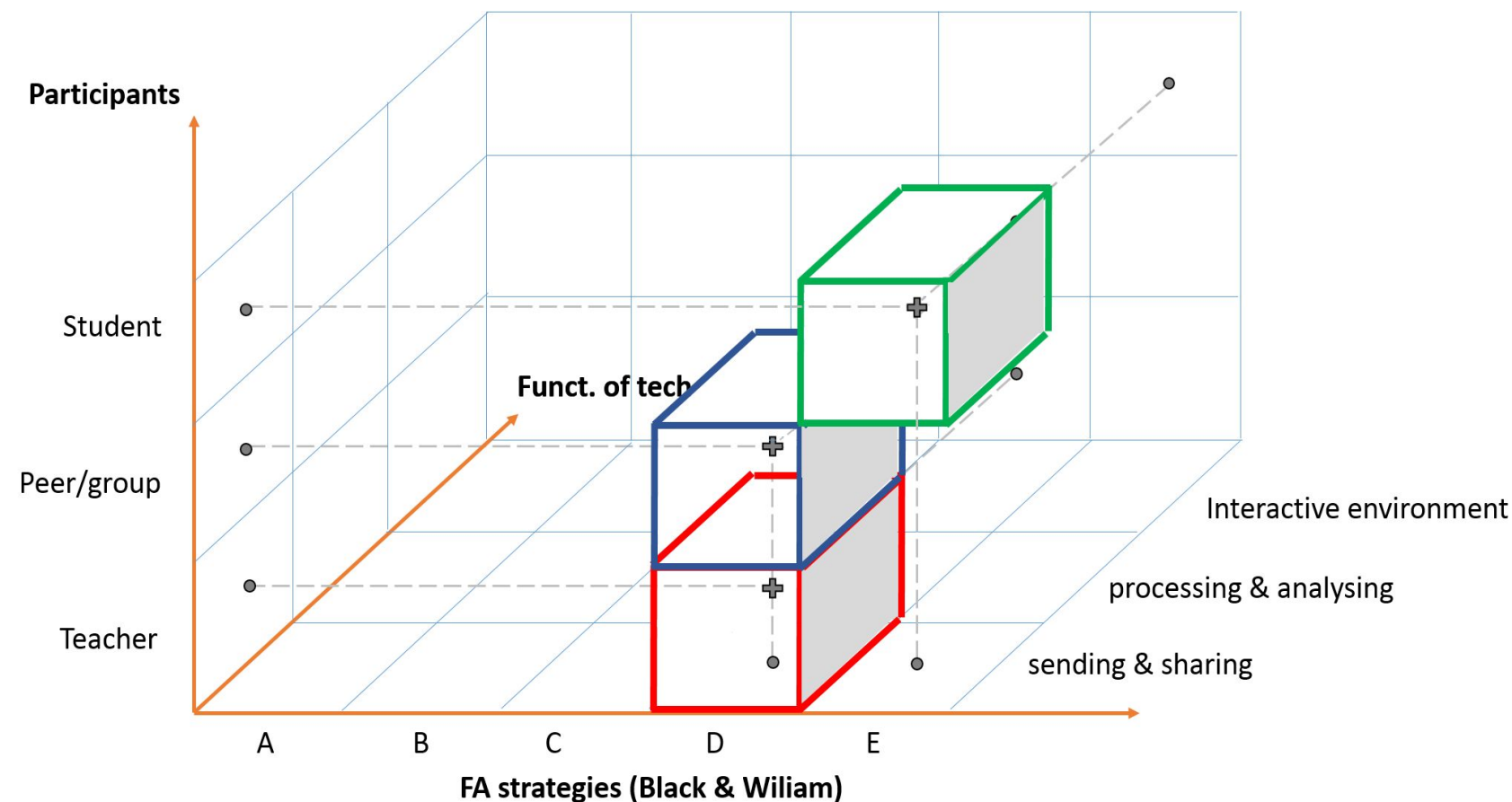
Time-distance activity

Thomas' use of formative assessment

Before FaSMEd

“The use of formative assessment was implicit. I had very low awareness of it. »

Working in groups

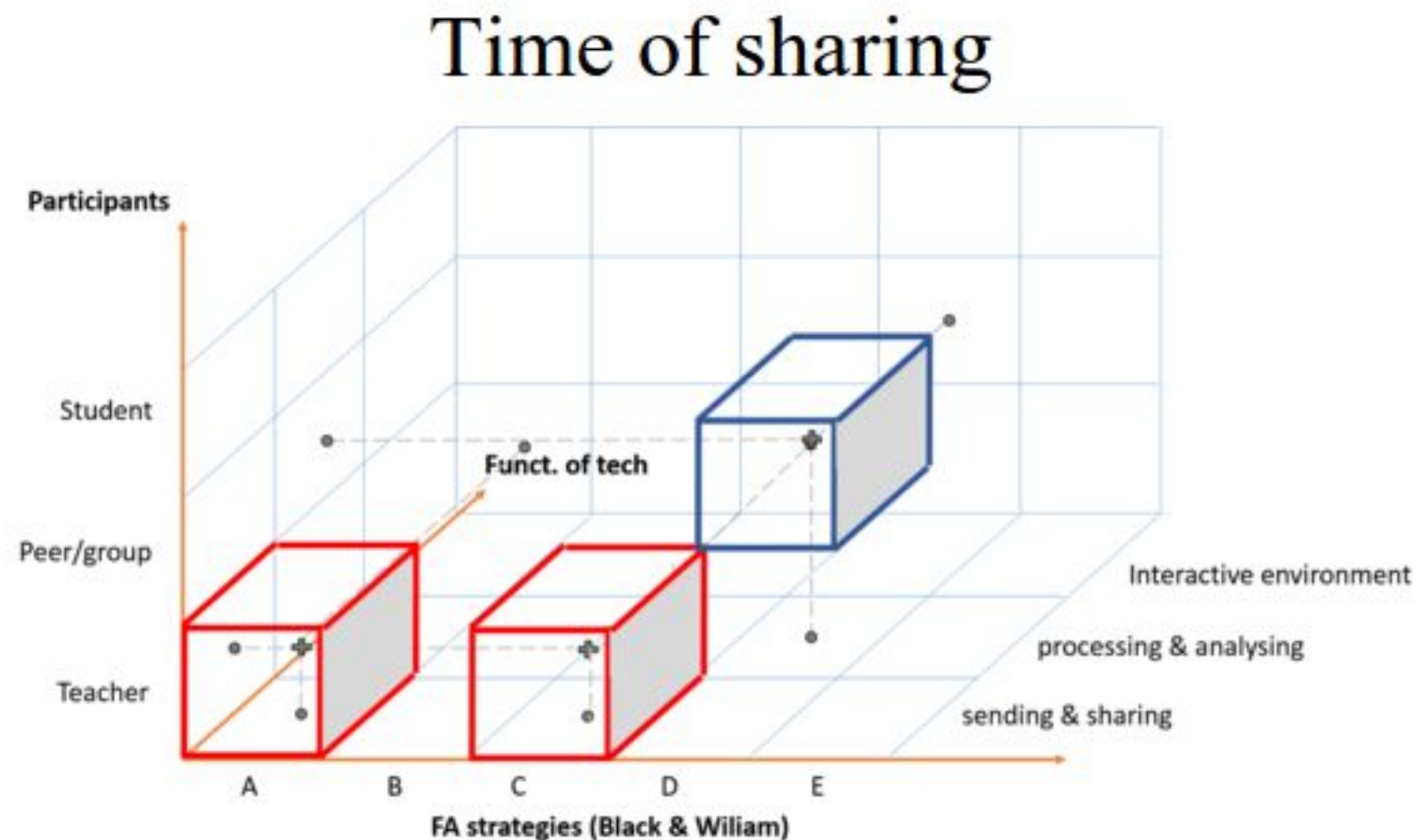


Thomas' use of formative assessment

After FaSMEd

“FA is gathering information at all times of the act of teaching. The results:

- an oral individual feedback for students,*
- collective feedback to the class,*
- hoarding of information and analysis by the teacher.»*



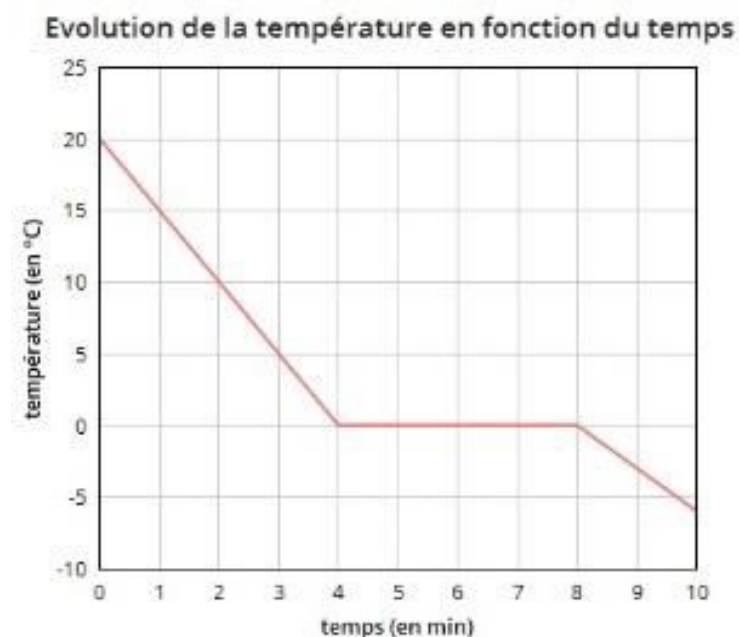
Case study 2: Lisbeth and Thomas and their Physics and maths grade 7 class



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

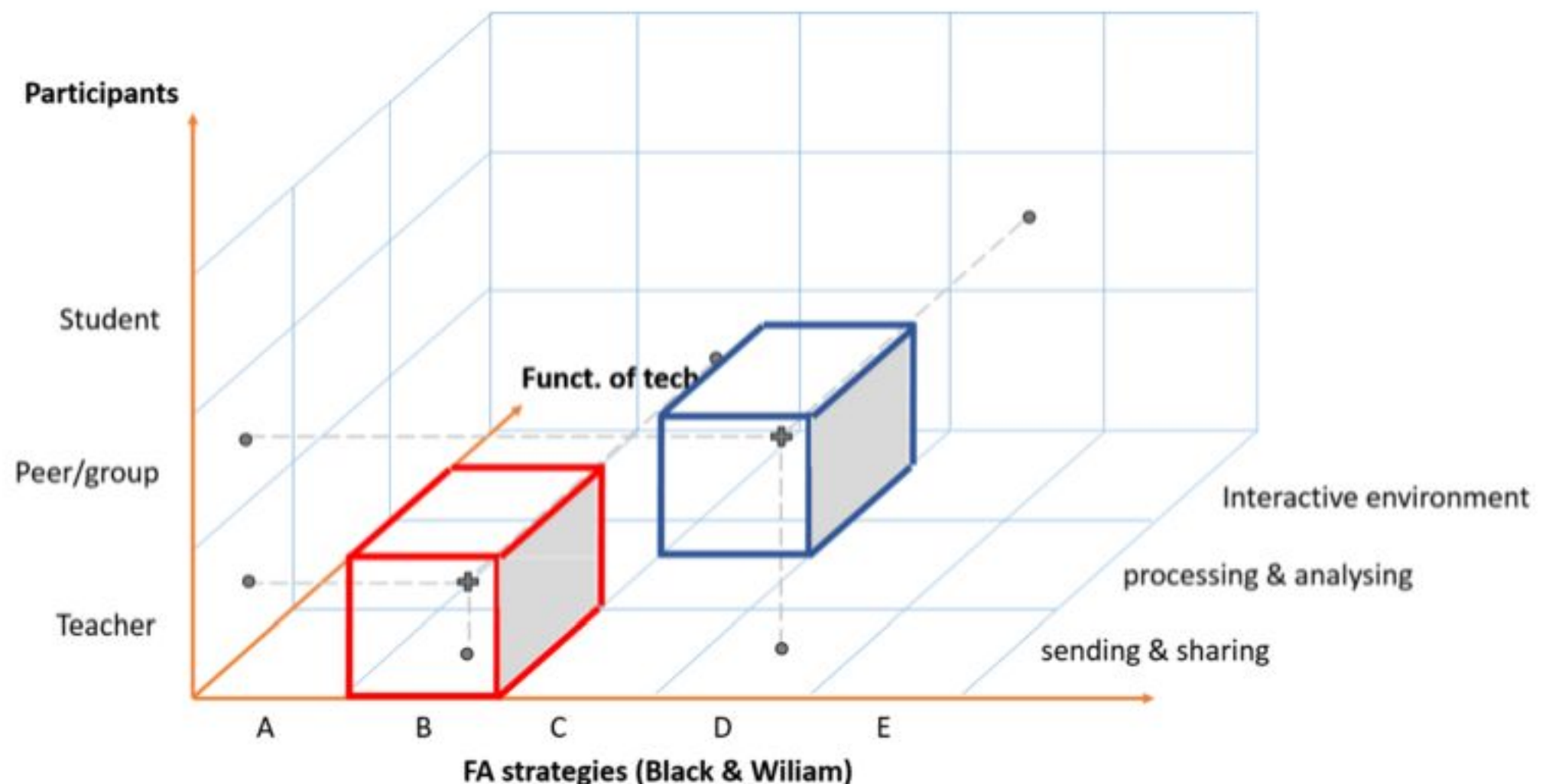


Lisbeth and Thomas' use of formative assessment

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

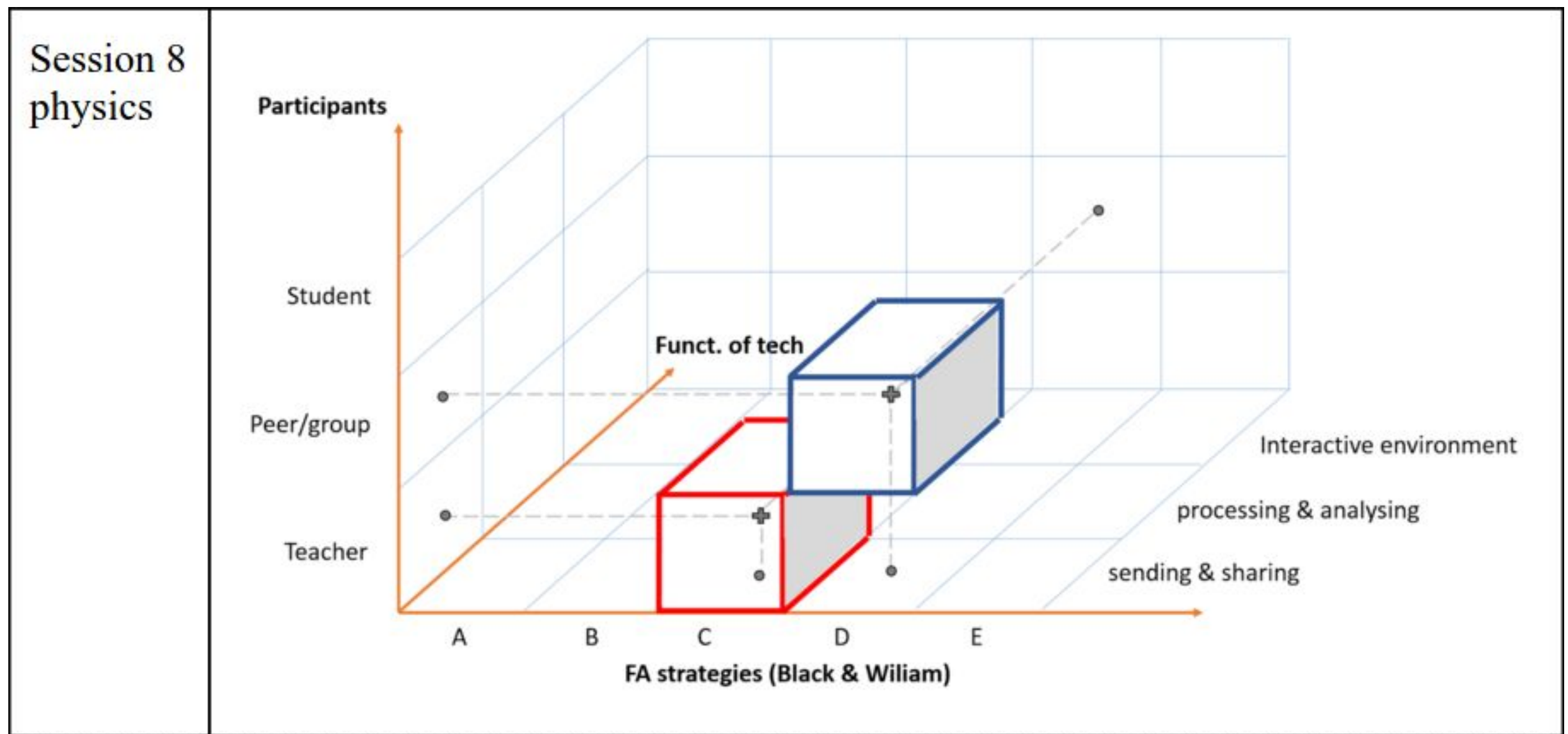
Session 3
maths



Lisbeth and Thomas' use of formative assessment

After FaSMEd

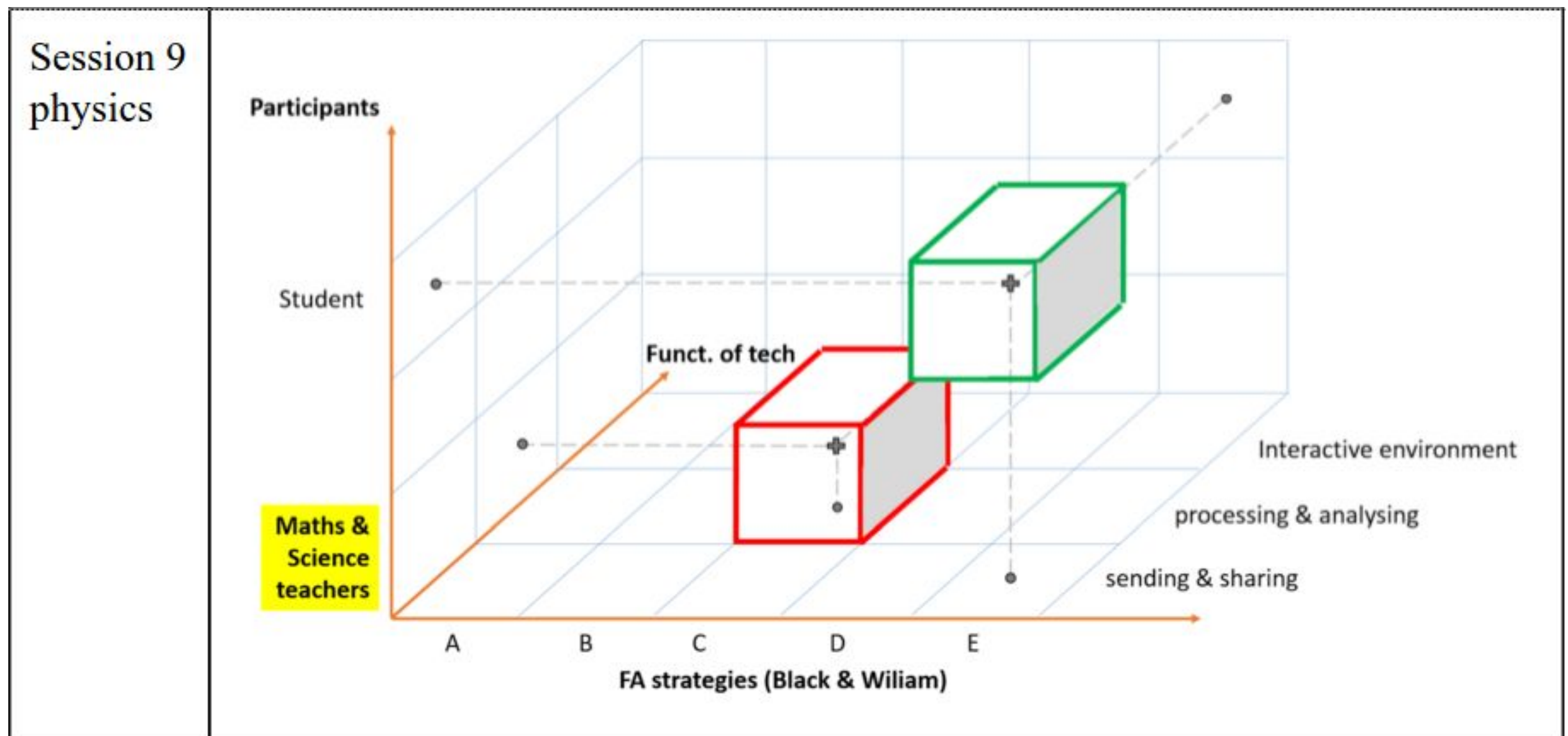
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Lisbeth and Thomas' use of formative assessment

After FaSMEd

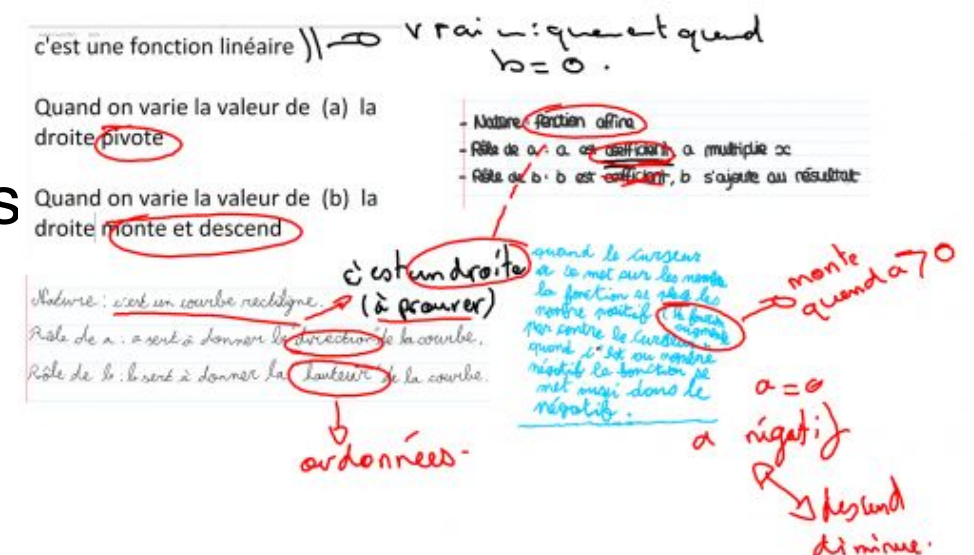
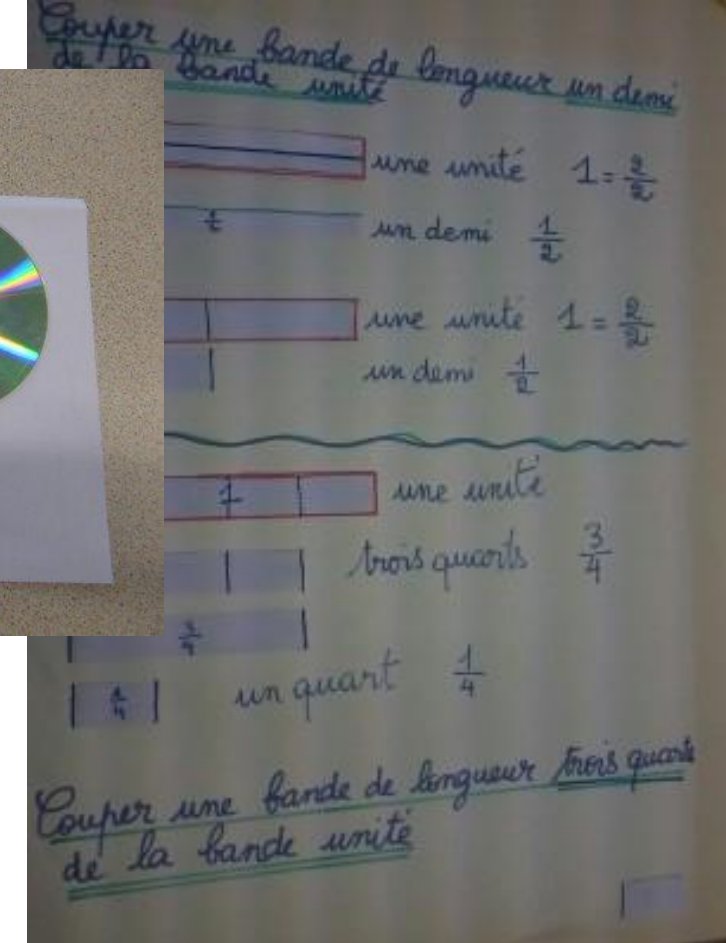
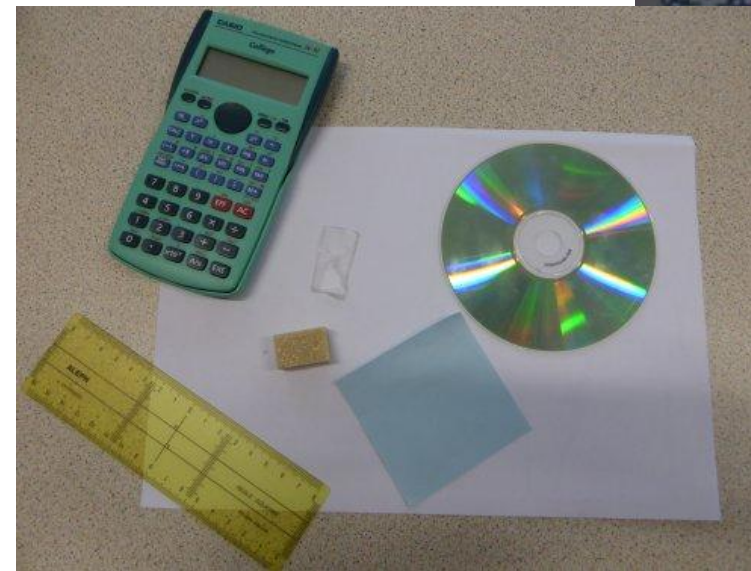
“Now, FA, it’s an opportunity to know where the students are. It’s a question of taking information about the class, to send it back and the objective, after that is to propose adjustments” Lisbeth & Thomas



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)



Fulfilment and Perspectives

In terms of professional development: MOOC eFAN Maths (case studies as a basis for lessons)

FUN ENSDeLyon Enseigner et former avec le numérique en mathématiques

Rechercher un cours

VOIR L'UNITÉ DANS STUDIO

Semaine 1 : galerie de ressources, galerie d'usages et réflexions didactiques

Semaine 2 : analyse de tâches et de productions d'élèves

D'une semaine à l'autre

Cours

2.1. Analyse a priori d'une situation

- Quiz 2.1
Quiz Échéance le avril 19, 2016 at 22:00 UTC

2.2 Analyse de l'activité des élèves

- Quiz 2.2
Quiz Échéance le avril 19, 2016 at 22:00 UTC

2.3. Usages des technologies pour l'apprentissage

- Quiz 2.3
Quiz Échéance le avril 19, 2016 at 22:00 UTC

Activités

- Quiz 2.1
Quiz Échéance le avril 19, 2016 at 22:00 UTC

2.2 Analyse de l'activité des élèves

- Quiz 2.2
Quiz Échéance le avril 19, 2016 at 22:00 UTC

2.3. Usages des technologies pour l'apprentissage

- Quiz 2.3
Quiz Échéance le avril 19, 2016 at 22:00 UTC


Discussions

Ce cours a pour objectif de vous accompagner dans l'analyse du travail effectif des élèves en terme d'évaluation formative dans un environnement numérique. Il s'agit de montrer, dans une certaine organisation du travail, ce que la technologie peut apporter en terme d'apprentissages en s'appuyant sur les potentialités présentées dans le cours précédent.

Nous nous appuyons sur une situation "temps-distance" et sur des extraits vidéos d'élèves confrontés à cette tâche mathématique.

ANALYSE DE L'ACTIVITÉ DES ÉLÈVES

INFO DE DÉBOGAGE POUR L'ÉQUIPE PÉDAGOGIQUE



Télécharger la vidéo en qualité : Haute (1080p) / Normale (720p) / Mobile (480p)

Fulfilment and Perspectives

In terms of professional development:
MOOC eFAN Maths (case studies as a basis for lessons)

Research:

- Communications in different conferences and papers about French case studies.
- Analysis of interactions between teachers and researchers during the project (use of MDT framework).

The screenshot displays the eFAN Maths MOOC interface. On the left is a sidebar menu with sections: 'Semaine 1 : galerie de ressources, galerie d'usages et réflexions didactiques', 'Semaine 2 : analyse de tâches et de productions d'élèves', 'D'une semaine à l'autre', 'Cours', '2.1. Analyse a priori d'une situation', 'Quiz 2.1', '2.2 Analyse de l'activité des élèves', 'Quiz 2.2', '2.3. Usages des technologies pour l'apprentissage', 'Quiz 2.3', 'Activités', 'Quiz 2.1', '2.2 Analyse de l'activité des élèves', 'Quiz 2.2', '2.3. Usages des technologies pour l'apprentissage', 'Quiz 2.3', 'Activités', and 'Discussions'. The main content area features a video player showing a woman speaking. Below the video is a line graph titled 'Distance entre Tom et sa maison en mètres' vs 'Temps en seconde'. The graph shows a line starting at (0,0), rising to (40,100), falling to (60,40), rising to (100,160), and then staying flat. Text above the graph reads: 'Tous les matins Tom marche sur une route toute droite depuis sa maison jusqu'à l'arrêt du bus qui se trouve à une distance de 160m. Le graphique ci-dessous représente son trajet un jour particulier.' The video player has a progress bar at 0:08 / 8:14 and a download button. The top of the page has a search bar and a user profile icon.

Formative assessment and technology: reflections developed through the collaboration between teachers and researchers, a chapter of a Springer book written jointly by Italian and French FaSMEd teams

To be published, 2017

Fulfilment and Perspectives

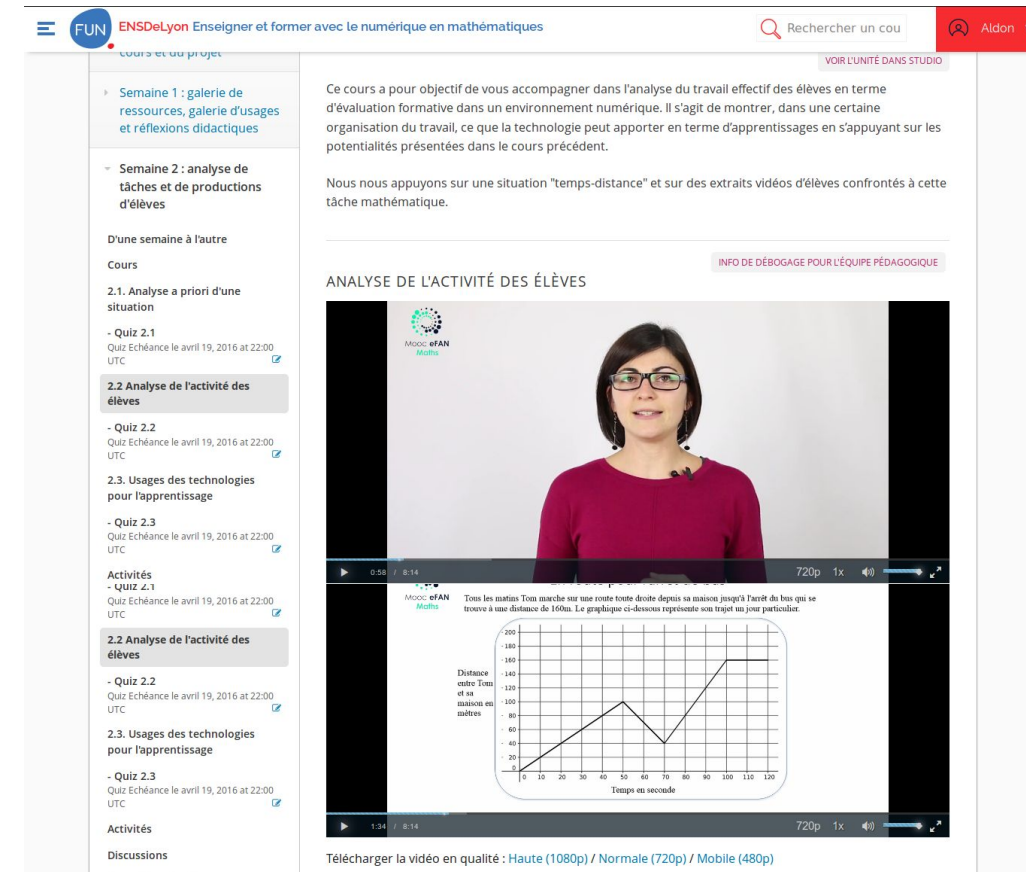
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MOOC eFAN Maths (case studies as a basis for lessons)

Research:

- Communications in different conferences and papers about French case studies.
- Analysis of interactions between teachers and researchers during the project (use of MDT framework).

Website

Final meeting 9th November with teachers and stakeholders



The screenshot displays the ENSDeLyon website, which is dedicated to teaching and forming with digital technology in mathematics. The interface includes a sidebar with navigation links for Semaine 1 (resources, gallery of uses and didactic reflections) and Semaine 2 (analysis of tasks and productions of students). The main content area features a video player with a woman speaking, and a graph titled 'ANALYSE DE L'ACTIVITÉ DES ÉLÈVES' showing distance over time. The graph is a line plot with 'Temps en seconde' on the x-axis (0 to 120) and 'Distance entre Tom et sa maison en mètres' on the y-axis (0 to 200). The line starts at (0,0), rises to (40,100), dips to (60,50), and then rises to (100,150). The video player shows a woman speaking, and the graph is displayed below her. The website also includes a search bar and a login button.

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Thank you !



Thank you !

