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/
Formative assessment and technology

Tablets
One Note
IWB
Maple TA
Clickers (Student response system)
Beamer
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.”

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
Lisbeth and Thomas' use of formative assessment

After FaSMEd

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Lisbeth and Thomas' use of formative assessment

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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)
In terms of professional development:

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

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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Website

Final meeting 9th November with teachers and stakeholders
Thank you!
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