

FaSMEd Project Developments ...

A valuable exchange of ideas

Ingrid Mostert is the junior researcher on the FaSMEd project in South Africa. She was invited to visit the German team in Essen, and went there for two weeks in early July. During this time she worked intensively with the team, most particularly Hana Ruchniewicz, the junior researcher on that team. The focus of their work was on developing the FaSMEd toolkit, concentrating on the section entitled 'Formative Assessment', which they restructured to include four subsections: 1) Principles 2) Formative Assessment and Technology 3) The FaSMEd Framework and 4) Glossary. They populated most of these four subsections during the two weeks. Ingrid took part in many of the departmental activities, such as research seminars, team meetings and even a dissertation defence.

In August, Hana visited AIMSSEC for two weeks. She worked closely with Marie Joubert and Ingrid, and this time the work again focused on the toolkit, mainly the sections on professional development and the tools for classroom use. Five of the six professional development modules were finalised and important decisions were made about the sixth, which is still work-in-progress. They together decided that the previous proposed organisation of the tools would not work well, and prepared a different organisation: this process allowed them to see with much more clarity what still needed to be done and what each partner in the consortium still needed to contribute.

For FaSMEd, both these visits were important: the face-to-face working meant that discussions about important toolkit decisions were relatively straightforward and decisions could be made on the spot. Hana estimated that at least a hundred emails, and much delay, were avoided! In consequence, important areas of the toolkit were almost fully developed. For Hana and Ingrid, the visits were important in a myriad of different ways, such as learning about different educational contexts, understanding about how the two organisations work, developing networks and cementing their own professional (and personal) relationships.

Ingrid reported: 'It was really worthwhile. I learnt so much, not just about FaSMEd and the way the German team works, but also about the value of being part of a whole team of academics interested in a variety of areas of mathematics education.'

Hana reported: 'Our work in Germany focused on the development of a digital tool and so we didn't get to spend a lot of time in schools. I therefore enjoyed seeing how closely the South African team worked with teachers in the large variety of contexts in the country's school system.'



For further information please see: <http://research.ncl.ac.uk/fasmed>

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FaSMEd NEWSLETTER

Issue 11

30th September 2016

Welcome to our eleventh issue of the FaSMEd newsletter. This issue includes news and updates from across the project and details about our upcoming International Conference and Final Meeting.

Produced by Newcastle University, UK

FaSMEd at the 13th International Congress on Mathematical Education

From 24th July to 31st July, the 13th International Congress on Mathematical Education 2016 (ICME) took place in Hamburg, Germany. The ICME is an international congress, attended by scholars and practitioners from all over the world, and held once every four years. This year, the FaSMEd project was well-represented in the conference programme. FaSMEd was discussed in no less than five different Topic Study Groups, each focusing on a specific aspect of mathematics education.

In Topic Study Group 42, which centred around the use of technology in lower secondary school, three presentations were held about FaSMEd: a presentation on the role of technology in formative assessment by Gilles Aldon, a presentation about the development of a digital tool for formative self-assessment by Hana Ruchniewicz, and a presentation about the outcomes of an experiment using a digital assessment environment for formative assessment by Ilona Friso-van den Bos.

Two presentations about FaSMEd were held in Topic Study Group 40, which focused on classroom assessment. David Wright gave a presentation on design for formative assessment, and Annalisa Cusi gave a presentation on the use of digital technologies to enhance formative assessment processes.

Marie Joubert was in TSG 36, about task design, and presented on the use of learning experiences and implications for a teacher toolkit. Moreover, Ingrid Mostert presented about what teachers learnt from designing lesson plans in Topic Study

Group 50, which was about professional development for secondary teachers. Finally, Hana Ruchniewicz gave a presentation about the German tool for self-assessment in graphs in the T3 discussion group.

All in all, the FaSMEd project has received ample attention at the ICME conference, and people's awareness of the project and its aims is increasing. As David Wright stated: 'So many people have now started saying to me: "So what is FaSMEd about?"'



FaSMEd paper wins award at the British Educational Research Association conference

At the University of Nottingham, work has continued on further analysis and dissemination. Diane recently presented two papers, based on different aspects of FaSMEd, at the British Education Research Association conference (BERA) in Leeds. Her paper on 'Enhancing formative assessment with digital technology' was particularly well received, winning a special commendation and being judged runner up best EdTech paper of the conference.



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FaSMEd International Conference



1st November 2016
Maynooth University, Ireland



FaSMEd Final Meeting



2nd November 2016
Maynooth University, Ireland

We are delighted to announce that the FaSMEd Project will be holding an International Conference in Maynooth, Ireland, to disseminate outcomes of the project. We look forward to welcoming delegates from academia, policy and practice. For programme details and to secure a place at this event please see below:

8.30	Registration
9.00	Keynote: Dr Alison Clark-Wilson <i>The FaSMEd project and the wider context</i>
9.30	4 Case Study Presentations
10.30	Refreshments and Poster Session
11.00	3 Case Study Presentations
11.45	Comfort break
12.00	2 Case Study Presentations
12.30	Posters and Q & A Session
13.00	Lunch
14.00	FaSMEd Film
14.15	Cross Comparison of Case Studies
15.00	Refreshments
15.15	Cross Comparison of Countries
16.00	Introduction of the FaSMEd Toolkit website
17.00	Finish

To attend, please register at: <http://bit.ly/2cQdBnV>

Registration will remain open until all places are allocated. The event is free of charge.

For further information about the event please email: majella.dempsey@nuim.ie

For further information about the project please see <https://research.ncl.ac.uk/fasmed/> or email fasmed@ncl.ac.uk

As we reach the end of our three year project, this final meeting will bring together project partners with invited experts from academia, policy and practice to discuss in detail the future implications of the FaSMEd project.

9.00	Coffee and Welcome
9.30	The FaSMEd toolkit: reflections and next steps
10.30	Refreshments
11.00	Parallel symposia on FaSMEd and Policy: Formative Assessment in Mathematics/Science
12.30	Lunch
1.30	Symposium on FaSMEd and Policy: Formative Assessment using Technology
15:00	Refreshments
15.30	FaSMEd Panel Q & A: Next steps
17.00	Finish

To attend, please register at: <http://bit.ly/2cQdBnV>

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Working with:

