

FaSMEd International Conference and Final Meeting, Maynooth University, Ireland.



members and key invited guests, representing a significant international academic community of experience, expertise and practice in science and mathematics education with specific knowledge of digital technologies and Formative Assessment. The meeting was designed to facilitate discussions around raising achievement in mathematics and science education with a focus on implications for future research and policies and our final deliverables due at the end of the project.

The FaSMEd partners, members of the Strategic Advisory Committee and Evaluators met together with invited guests from research, policy and practise for the FaSMEd International Conference on the 1st November 2016. This was an opportunity to share many of the outcomes of the FaSMEd project, including research findings from the partners case studies as well as the FaSMEd Film and FaSMEd Toolkit website (www.fasmed.eu). Each partner produced a research poster and these were displayed and used as a focus of discussion throughout the conference (copies of these posters can be downloaded at: <https://research.ncl.ac.uk/fasmed/deliverables/>).

The FaSMEd Final Meeting on the 2nd November brought together again consortium

At the end of the day we also took the opportunity to celebrate the achievements of FaSMEd and the extremely productive working relationships we have established with each other and with our teachers and students in schools over the life of the project - a big thank you to all those involved!



For further information please see: <http://research.ncl.ac.uk/fasmed>
Our Facebook page: <https://www.facebook.com/fasmedproject>
Follow us on Twitter @ FaSMEdProject
Or email: fasmed@ncl.ac.uk

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FaSMEd NEWSLETTER

Raising Achievement through Formative Assessment in Science and Mathematics Education

Issue 12

16th December 2016

Welcome to our twelfth and final issue of the FaSMEd newsletter. This issue includes final news and updates from the project and provides information about of FaSMEd Toolkit and Professional Development package now available online.

Produced by Newcastle University, UK

Newcastle (UK) teachers meet to discuss the impact of FaSMEd

Teachers from the two Newcastle case study schools met with researchers to discuss the impact of FaSMEd in their schools one year after the end of the intervention phase of the project.

Despite the ever increasing pressure on schools to engage with a multitude of agendas, leading to what has been termed 'initiative overload', teachers remained committed to those practices they found most beneficial in their classrooms.

In one school, the practice of using pre-assessment tasks has been rolled out throughout the mathematics department and is now a part of standard practice. A teacher commented "Its now just what everyone does and that's because of FaSMEd".

The head of department from another school commented that at his school they could see the potential of using FaSMEd lessons with students from Year 7 as a grounding in problem solving tasks. This is particularly important in the UK context as the mathematics GCSE curriculum now requires many of these skills.

FaSMEd @ AIMSSEC winds down

The AIMSSEC team has been busy making sure that the legacy of FaSMEd lives on in South Africa. We have made sure that all the teachers who were involved in the project know about

the International Toolkit and that our own tools have been added to the AIMSSEC Aiming High network. This network is the 'go-to'

place for many of the South African teachers who know about the work of AIMSSEC. It provides access to teachers' notes and learning activities that are designed to engage teachers and learners in thinking mathematically, and is an ideal home for the lessons we used in the intervention phase of the project.

FaSMEd findings disseminated at Educating the Educators conference, Freiburg (Germany)

FaSMEd partners from Nottingham University (UK) and the Norwegian University of Science and Technology (Norway) presented FaSMEd case study findings at the Educating the Educators conference in November 2016. This conference was hosted by fellow European project **mascil** and was focused upon international approaches to scaling-up professional development in maths and science education.



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The FaSMEd Toolkit and Professional Development Package



www.fasmed.eu

Formative assessment. This section draws on theory and research related to formative assessment. It outlines FaSMEd’s understanding of what formative assessment is, and in particular, how technology can be used within formative assessment. In addition, the theoretical FaSMEd framework is explained as a way to characterise and analyse technology enhanced formative assessment processes. Read this section if you are interested in background research related to formative assessment.

Tools for formative assessment. This section is aimed at teachers and includes ideas for classroom activities, in the form of lesson plans or lesson accounts. These are organised within three overarching categories: mathematics, science and time-distance graphs (which presents all partners’ adaptations of a particular lesson). Each tool consists of a teacher guide and mostly also downloadable classroom materials.

Professional development. This section contains the FaSMEd professional development (PD) package. It includes a set of six professional development modules (see below) designed to help teachers use formative assessment more effectively in their classrooms. The resources also include a theoretical section on principles for effective PD and a practical section on ways in which professional development can be organised. This section is meant to be used by teacher educators of mathematics and science but can also be used by teachers either individually or working with peers.

FaSMEd has developed a toolkit to support teachers as well as teacher educators, stake-holders and other interested parties in using technology for formative assessment in mathematics and science education. This can be accessed at: www.fasmed.eu

The website is primarily in English but you will also find materials in all partner languages (English, German, Italian, French, Norwegian and Dutch) under the heading “Tools for Formative Assessment”. Furthermore, links to country specific versions of the FaSMEd toolkit (French and Norwegian) are provided.

The FaSMEd Toolkit homepage gives an overview of the project, along with an introductory short film that includes various discussions between researchers and teachers, scenes from FaSMEd project meetings, lessons, classroom discussions, the use of different technologies and tools as well as interviews. Please take a look!



Formative assessment
Principles
Formative assessment and technology
The FaSMEd framework
Glossary
Tools for formative assessment
Mathematics
Science
Time-distance graphs
Professional development
Principles
Approaches
Modules
Research
Research website
Related EU projects
About
What we did
Who we are

There are six modules available:

- [Module 1: Introducing formative assessment](#)
- [Module 2: Using students’ mistakes to promote learning](#)
- [Module 3: Improving questioning](#)
- [Module 4: Improving student collaboration](#)
- [Module 5: Students becoming assessors](#)
- [Module 6: Using technology for formative assessment](#)

Research. This section explains FaSMEd’s research approach and provides links to downloadable files reporting on our research results. Further links to published work emanating from FaSMEd work are given. Brief information about some related EU projects is provided in the sub-page with that name.

About. Here we explain more about the project and the partners.

The FaSMEd Toolkit includes the following sub-sections:

How to use the toolkit. There is a dedicated section of the toolkit that provides guidance on how to use the website. It shows a ‘map’ of the toolkit’s sections (shown above) and explains how to enter the different subsections. Furthermore, short descriptions, aims and advice on what is in each section and who it is for are given. A short introduction is given here:

