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Raising achievement through formative assessment in science and mathematics education (FaSMEd).

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 2. Proceedings of the day conference, Durham University, UK, June 6, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 100-105 (2015).

Summary: This paper will report on the ongoing work and progress of the FaSMEd project, which is a design research project, now in the second year of a three year programme. FaSMEd aims to develop the use of technology in formative assessment classroom practices in ways that allow teachers to raise achievement in mathematics and science. This international project adapts and develops existing research-informed pedagogical interventions (developed by the partners), suited to implementation at scale, for raising achievement and transforming teaching. The project aims to: foster high quality interactions in classrooms that are instrumental in raising achievement and expand our knowledge of technologically enhanced teaching and assessment methods addressing achievement in mathematics and science. The project will be producing a toolkit for teachers to support the development of practice and a professional development resource to support it.

Classification: D60 U70

Keywords: formative assessment; educational diagnosis; analysis of learning outcomes; educational research; design study; professional development; inservice teacher education; educational interventions; achievement; technology use; innovative technological tools; digital environment; lower secondary
<http://www.bsrlm.org.uk/IPs/ip35-2/BSRLM-IP-35-2-18.pdf>