© 2019 FIZ Karlsruhe

ZMATH 2016c.00487

Wright, David; Clark, Jill; Tiplady, Lucy

Improving progress through formative assessment in science and mathematics education (FASMED).

Amado, Nélia (ed.) et al., Proceedings of the 12th international conference on technology in mathematics teaching, ICTMT 12. Faro: University of Algarve (ISBN 978-989-8472-68-7). 170-178 (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 respond to the emerging needs of low achieving learners 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 working with low attaining pupils and transforming teaching. The project aims to: foster high quality interactions in classrooms that are instrumental in raising achievement for low achievers and expand our knowledge of technologically enhanced teaching and assessment methods addressing low 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; science; technology; design study