Improving progress for lower achievers through Formative Assessment in Science and Mathematics Education

Fact Sheet

Project Information

FASMED

Grant agreement ID: 612337

Status
Closed project

Start date
1 January 2014

End date
31 December 2016

Funded under
FP7-SIS

Overall budget
€ 2 478 828

EU contribution
€ 1 918 076

Coordinated by
UNIVERSITY OF NEWCASTLE UPON TYNE

United Kingdom

This project is featured in...

RESEARCH*EU MAGAZINE
Extreme space weather: let's get ready

NO. 62, MAY 2017

Objective
The project aims to research 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 so that they are better motivated in their learning of these important subjects. This international project will adapt and develop 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 will seek to: report the differences in the way that systemic structures influence the trajectories of lower achieving students within the participating countries; identify their typical pathways through the school system and reveal the educational opportunities that are open to these students. It will report on the varying assessment tools that are used to identify lower achieving students and may determine these pathways, with attention paid to the different interpretations of low achievement in each country.

This project aims to:
• foster high quality interactions in international classrooms that are instrumental in raising achievement for low achievers;
• expand our knowledge of technologically enhanced teaching and assessment methods addressing low achievement in mathematics and science

Major objectives for the project are to:
• offer approaches for the use of new technologies to support the formative assessment of lower achieving students.
• develop sustainable teaching practices that improve attainment in M&S for the targeted students.
• produce a toolkit for teachers to support the development of practice and a professional development resource to support it
• disseminate the outcomes

Field of science
/natural sciences/mathematics
/social sciences/educational sciences/pedagogy/teaching

Programme(s)

Topic(s)

Call for proposal
Funding Scheme

CP-FP - Small or medium-scale focused research project

Coordinator

UNIVERSITY OF NEWCASTLE UPON TYNE

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<td>United Kingdom</td>
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Website [Contact the organisation]

Administrative Contact
Deborah Grieves (Mrs.)

Participants (9)

HOGSKOLEN I SOR-TRONDELAG

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<td>N-7004 Trondheim</td>
<td>Education Establishments</td>
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Website [Contact the organisation]

Administrative Contact
Birgit Pepin (Prof.)

THE UNIVERSITY OF NOTTINGHAM

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Website [Contact the organisation]
ECOLE NORMALE SUPERIEURE DE LYON

France
EU contribution
€ 160 776

Address
Parvis Rene Descartes 15
69342 Lyon

Activity type
Higher or Secondary
Education Establishments

Contact the organisation

Administrative Contact
Bouvier Martine (Ms.)

NATIONAL UNIVERSITY OF IRELAND MAYNOOTH

Ireland
EU contribution
€ 170 024

Address
Co Kildare
W23 Maynooth

Activity type
Higher or Secondary
Education Establishments

Website

Contact the organisation

Administrative Contact
Majella Dempsey (Ms.)

UNIVERSITA DEGLI STUDI DI TORINO

Italy
EU contribution
€ 211 689

Address
Via Giuseppe Verdi 8
10124 Torino

Activity type
Higher or Secondary
Education Establishments

Website

Contact the organisation

Administrative Contact
Raffaela Iacomini (Dr.)

UNIVERSITEIT UTRECHT

Netherlands
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