FAMT&L

FORMATIVE ASSESSMENT IN MATHEMATICS FOR TEACHING AND LEARNING

Work Package 3 - *Educational/learning needs analysis: practices of teaching and formative assessment of the mathematics' teachers*

Deliverable D3.2– Data collection

Due date of deliverable: August 2014

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Start date of project: 01/12/2013   Duration: 36 months

Lead organisation for this deliverable: **University of Cergy-Pontoise (UCP)**

Deliverable number	D3.2
Title	Data collection
Type of outputs / products / results	Data collection base

Delivery date	M9 (Jun 2014)	**Dissemination level**	**X** Public ☐ Restricted to other programme participants (including Commission services and project reviewers) ☐ Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	☐ Report ☐ Service / Product ☐ Demonstrator / Prototype ☐ Event **X** Other – Data and information
Language versions	PARTNER LANGUAGES : EN, IT, GR, FR, DU
Target languages	EN

Description (limit 1000 characters)

The database built by means of the collected data will allow investigating several fields of analyses: disciplinary, behavioural, didactic, professional practices.

Executive summary

This document is a brief description of video collection which have to be analysed to obtain data about the use of the formative assessment by teachers

1. Data collection -videos

The work package number 3 aims to:

- make a focus on the practices of formative assessment of the mathematics' teachers;

- gather information on training & learning needs of teachers;

- collection and analysis of data on the formative assessment of the mathematics' teachers in the school contexts of the different partner countries involved.

To achieve these aims, the work package will include the following tasks:

1. Synthesis of the practices' analysis: interview, questionnaire and videos data in real situation of mathematics teaching;
2. Definition of common protocol of data collection, analysis and selection of data for the training course;
3. Definition of common protocol of data analysis;
4. Selection and Indexation of data for construction of the web repository.

For the **collection** of videos each Partner conducted some section of videorecording of situations of teaching and learning in classroom. For this they organized a series of activities aimed at identifying examples of teaching and assessment practices (both positive and negative). These practices, through video recording, will be analysed according to the method of microanalysis and will be particularly useful as a training tool for teachers.

The video files collected are **archived** in digital supports (Hard Disk or server) by each partner. The video files are too large to be included in the Dropbox folder. The video has to be analysed and used to obtain a number of short videos to be archived in the web repository and to be used for supporting the teacher training course.

For the video **analysis** the consortium created a common protocol and a grid (see the deliverable 3.1). To support the analysis and the metadatation of video (long and short) files it was also chosen software between the various usable.

The **software** chosen is Aanvil, it was free. To use it, it was also already created the appropriate grid of the FAMT&L protocol, which results in a file at the disposal of all the partners to be used for the same analysis tool by all (see the D3.2a).