FAMT&L

FORMATIVE ASSESSMENT IN MATHEMATICS FOR TEACHING AND LEARNING

Work Package 7 - *Dissemination*

Deliverable D7.1– Project web site (Web site)

Due date of deliverable: February 2014

Date complete: May 2014

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

Lead organisation for this deliverable: **University of Bologna**

Deliverable number	D 7.1		
Title	Project web site		
Type of outputs / products / results	Web site		
Delivery date	M3 (Feb 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 **X** Service / Product ☐ Demonstrator / Prototype ☐ Event ☐ Other		
Language versions	EN, IT, GR, FR, DU		
Target languages			
Description			
The project web site would be FAMT&L's main instrument of dissemination. All project partners would be required to insert a link to the project in their websites, possibly in homepages, as a key step to create external awareness of the project. The website's homepage would feature the project's logo, a brief description of the project's concept, objectives, and consortium, a section on 'what's new', and an official acknowledgement of the support of the European Commission. The homepage would include links to other sections of the website dedicated to: the consortium's members and researchers, events and activities; publications; and news. A specific section of the website would include the access to the web-repository			

Table of Contents

1. Introduction

The website is part of a wide strategy of dissemination. The role of website is to spread information about FAMT&L project into the web. In fact, it contains information on the project's objectives and activities and on the partners. It has been conceived for the purposes of the dissemination of the project information and activities and as a tool for the publication of the public documents/deliverables online on the administrative management of our Project.

The web site has been developed by the Department of Education Studies "G.M. Bertin", University of Bologna.

During the implementation of the web site, the FAMT&L project manager has been trained for the use of the internet and intranet site. The training aimed to give the project manager the competences for the updating of the internet and intranet sites.

This document reports the papers developed during the development and implementation phases below described. The documents produced internally by the University of Bologna, which reflect the work undertaken between the project manager and the developers, are briefly presented.

The project has build the website as a point of junction of several features and information areas.

We discuss about this features and information area in the rest of this document. We also drive reader though the process of building web site.

2. Development phases

List of the phases of the development process:

Activity	Date	Partners involved
1. Build project requirements	February 2014	UNIBO, UCP, UCY, SUPSI, InHolland
2. Planning information architecture	January 2014	UNIBO
3. Selection of CMS	January 2014	UNIBO
4. Installing CMS	February 2014	UNIBO
5. Customizing CMS	March 2014	UNIBO
6. Implementing information architecture	April 2014	UNIBO and other partners
7. Publishing of web site	May 2014	UNIBO

2.1 *Build project requirements*

FAMT&L web site is part of the strategy plan for dissemination, so strategy plan was our main reference toward defining web site requirements.

We discuss with partner in kick off meeting about web site and the dissemination strategy and we build a short list of requirements. The web site has to:

A. talk about the growth of the project

B. be a repository of public and private documents of the project

C. be simple, usable e all the information are findable in few click

D. need an administration usable and simple to be understood

E. be extensible in simple way with new feature and new information.

This five requirements were our guide during the implementation of web site.

2.2 *Planning information architecture*

Information architecture of web site respond mainly at requirements A, B, C.

Our team have already worked to other dissemination web site so based on his experience and on requirements we had build the follow diagram:
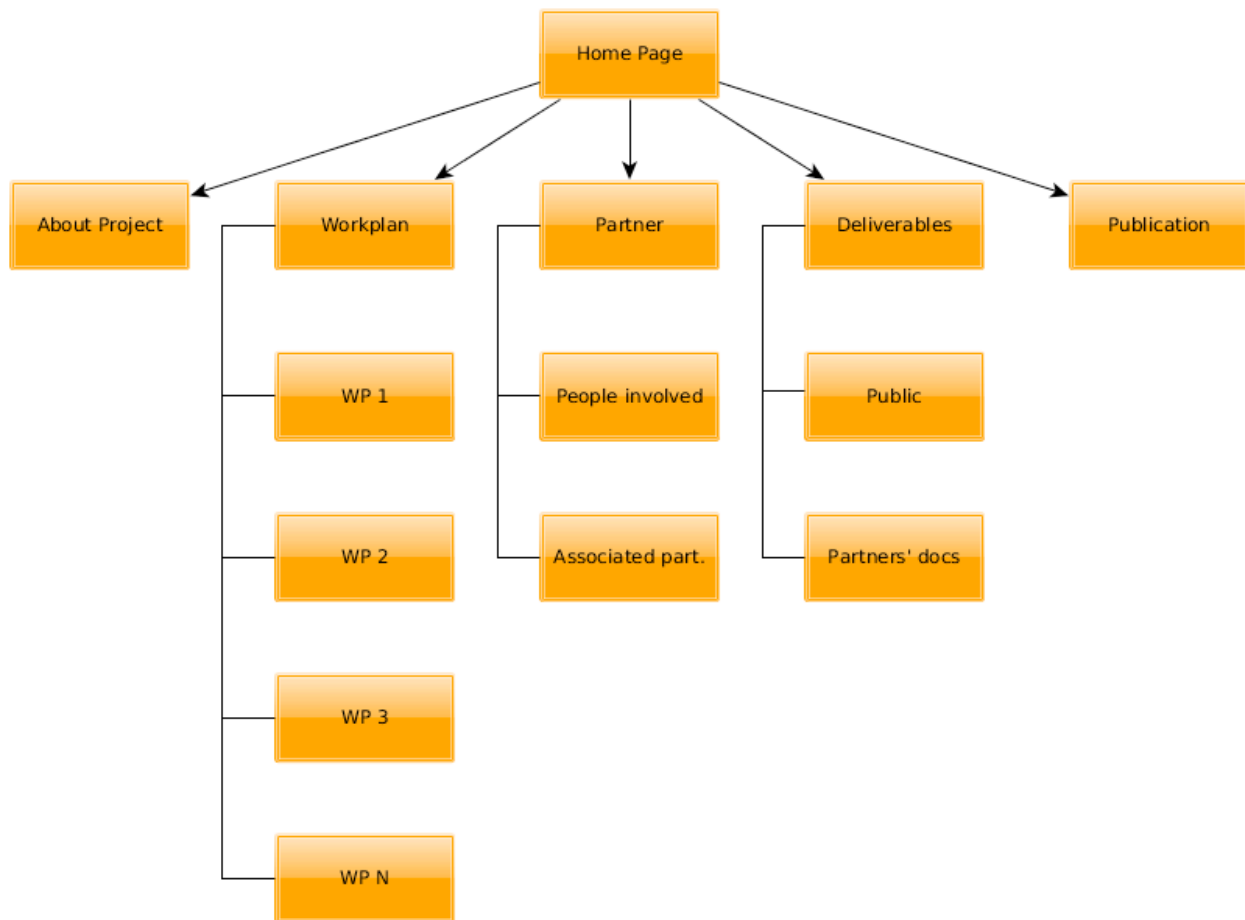
Fig.1. Architecture of FAMT&L website

Our information architecture lack of contact information and news about project as you can see in diagram. We decided to put contact information directly on sidebar of web site and news in home page rather than build pages with this information.

The use of sidebar make every page of web site a "landing page" in which users and web surfers can find immediately a short piece of information like referring EU programme, partners involved, contact information, name of project.

Growth of project is well represented from WORKPLAN section in which we have placed a page for each Working Package. Each WP page show a short description of the activity and in future it will be report the state of the activity.

Other interesting area is DELIVERABLES in which we have placed public and private document about the project. Each user can download public deliverables. Private docs are available only for people involved directly in project: partners, associated partners, etc.

2.3 Selection of CMS

CMS is Content Management System. It is a web platform that allow to publish content and to share them in the web.

Selection of CMS follows three main pillar:

1. as we defined in requirements CMS needs to be simple and usable in all his component

2. Department of Education Studies (UNIBO) works in Linux Apache Mysql PHP environment, so CMS needs to be complaint with this environment

3. we prefer a CMS with which we already have experience because this reduce the time to develop and customize

We have evaluate two CMS: WordPress and Drupal.

Drupal present a lot of feature and it is a very powerful solution but we have some reserve about his flexibility and ability to support changing in our information architecture. The Drupal workflow needs to be stable, information and data structure are locked and any change to data structure needs to be revisited all the sites. Drupal needs a lot of work to structure information even if they are simple.

On the other side we have WordPress. It is mainly a blogging platform but in few time it si customizable as CMS. It support simple information for example page and news, with a very low workload for developers.

WordPress present more attention to usability especially in his administration panel.

At the end of evaluation process we decided to adopt WordPress as CMS for n

2.4 Installing CMS

CMS is installed on virtual Linux server e.g. Debian 7 with this feature:

- Processors: 2
- RAM: 2 GB
- HD: 200 GB
- Services: Apache, PHP, Mysql, exim4

Server is set for security. Fail2ban is a service related to security. It manage firewall access to server and exclude all malicious connection.

Wordpress is set for auto upgrading. This allow CMS to be upgraded in few time and to implement high level of security.

2.5 *Customizing CMS*

Customization of WordPress work on two different level:

1. Selecting a theme according with FAMT&L logo palette

2. Installing plug-ins that enabling features

Theme selected is FELICITY, as you can see at http://www.famt-l.eu it is responsive so we can share our information over several types of device: PCs, mobile phones, tablets and many other, without loss in usability and clarity.

Plug-in accomplish several feature. We have installed security plugging: akismet, wordfence, that enabling filter on content and access.

We have installed feature plug-in, for example tablepress that allow to publish table, in this case people involved and associated partners table.

All the process of customizing WordPress are developed on test environment and after a period published on production environment.

Following any screen shots of the web site and administration panel:

FORMATIVE ASSESSMENT
OF MATHEMATICS
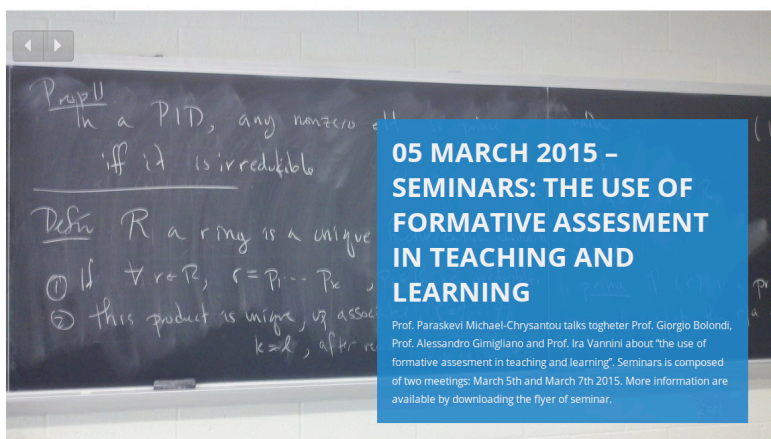# TEACHING AND LEARNING

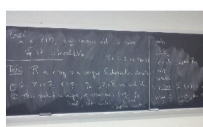**HOME**   ABOUT PROJECT   WORKPLAN »   PARTNER »   DELIVERABLES »   PUBLICATIONS

05 MARCH 2015 – SEMINARS: THE USE OF FORMATIVE ASSESMENT IN TEACHING AND LEARNING

Prof. Paraskevi Michael-Chrysantou talks togheter Prof. Giorgio Bolondi, Prof. Alessandro Gimigliano and Prof. Ira Vannini about "the use of formative assesment in teaching and learning". Seminars is composed of two meetings: March 5th and March 7th 2015. More information are available by downloading the flyer of seminar.

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📅 *March 2, 2015*   💬 *No Comments*   ⊕ *More*

11-13 FEBRUARY 2015 INHOLLAND: MEETING 3 – VIDEO ANALYSIS

Programme Wednesday, 11 February 14.00 – 14.30 Arrival 14.30 – 15.00 Word of welcome 15.00 – 16.00 Report on Questionnaires 16.00 – 16.30 Feedback on Report 16.30 – 17.00 Break 17.00 – 18.00 Dissemination Social Dinner Thursday, 12 February 10.00 – 11.30 Video Analysis: showing of platform and method of…

📅 *March 2, 2015*   💬 *No Comments*   ⊕ *More*

8-10 SEPTEMBER 2014 UNIVERSITY OF CERGY-PONTOISE: MEETING 2 – RECORDING E PROCESSING VIDEO DATA

Programme of meeting Monday 8.09.2014 (14H30-18H) Presentations of results students questionnaires (data collect from Cyprus, Italy and Swiss) Presentation and discussions of modalities for statistical treatment (Cluster Analysis with C.H.I.C or Implicative Diagrams or Structural Equation) Discussions how to articulate results from questionnaires and practices from videos Dissemination: publications (ADMEE…

📅 *September 5, 2014*   💬 *No Comments*   ⊕ *More*

20-22 FEBRUARY 2014 UNIVERSITY OF BOLOGNA: KICK OFF MEETING

Kick off meeting Thursday, 20th February 2014 14.00 -14.30 Arrive at University of Bologna 14.30 – 15.00 Welcome to project partners 15.00 – 15.30 Introduction and general overview of the project Parallel sessions 16.00 – 17.00 WP2 – Educational/learning needs analysis of teachers: teachers and students beliefs about formative assessment…

📅 *March 2, 2014*   💬 *No Comments*   ⊕ *More*

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UNIVERSITA DI BOLOGNA
DIPARTIMENTO DI SCIENZE DELL'EDUCAZIONE
"GIOVANNI MARIA BERTIN"

ALMA MATER STUDIORUM
UNIVERSITA DI BOLOGNA
DIPARTIMENTO DI MATEMATICA

Scuola universitaria professionale della Svizzera italiana

SUPSI

inholland
university of applied sciences

University of Cyprus

UNIVERSITÉ de Cergy-Pontoise

CONTACTS

Project manager:

Prof. Ira Vannini

FORMATIVE ASSESSMENT OF MATHEMATICS TEACHING AND LEARNING

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WP 2 – EDUCATIONAL/LEARNING NEEDS ANALYSIS OF TEACHERS: TEACHERS AND STUDENTS BELIEFS ABOUT FORMATIVE ASSESSMENT

Home / Workplan / WP 2 – Educational/learning needs analysis of teachers: teachers and students beliefs about formative assessment

WP Leader: **UCY**
Institutions involved: all the partners

The work package aims to:
– make a focus on teachers and students beliefs and their conceptions about formative assessment in mathematics
– gather information on educational & learning needs of the mathematics' teachers
– revision and analysis of data

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

T2.1: Revision and analysis
Revision and analysis of data and information from previous projects realized, scientific journals and books, conference proceedings from European and world conferences about the beliefs and attitudes of teachers and students towards formative assessment within mathematics education and other disciplines. We will also use other sources of relevant information, e.g. information collected through project partners and EACEA database of completed and running projects (not only dealing with mathematics education).

T2.1 Realization of Interview protocols
Based on literature review and on a careful analysis of the collected materials we will develop two interview protocols, one addressing mathematics teachers and the other addressing students of 11-14/15 years of age. Through the themes and the questions included in the interviews the aim will be to identify the conceptions and beliefs on formative assessment of mathematics teachers (school level 11-14/15) and students respectively.

T2.3 Collecting information and data analysis
Individual semi-structured interviews with both groups (teachers and students) will be conducted in each partner country involved.
After the collection of the interview data each project partner will analyze the data using a common method of qualitative analysis, aiming to identify the various conceptions and beliefs of mathematics teachers and students on formative assessment in mathematics.

T2.4 Development of two questionnaires about the conceptions and beliefs of mathematics
The outcomes of the qualitative analysis of the interviews as well as the previously conducted literature review and collected material will be correlated in order to develop two questionnaires about the conceptions and beliefs of mathematics teachers and students respectively on formative assessment in mathematics teaching and learning. A large scale survey will follow in the country of each project partner, where each questionnaire will be administered to a sample of about 500 teachers and 500 students respectively.

T2.5 Realization of the Analysis Report
Qualitative and quantitative data and information will be used for the realization of the Analysis Report on the major conceptions and beliefs of teachers and students in each country sample, enabling to identify specific training needs to conduct later interventions targeted in-service training.

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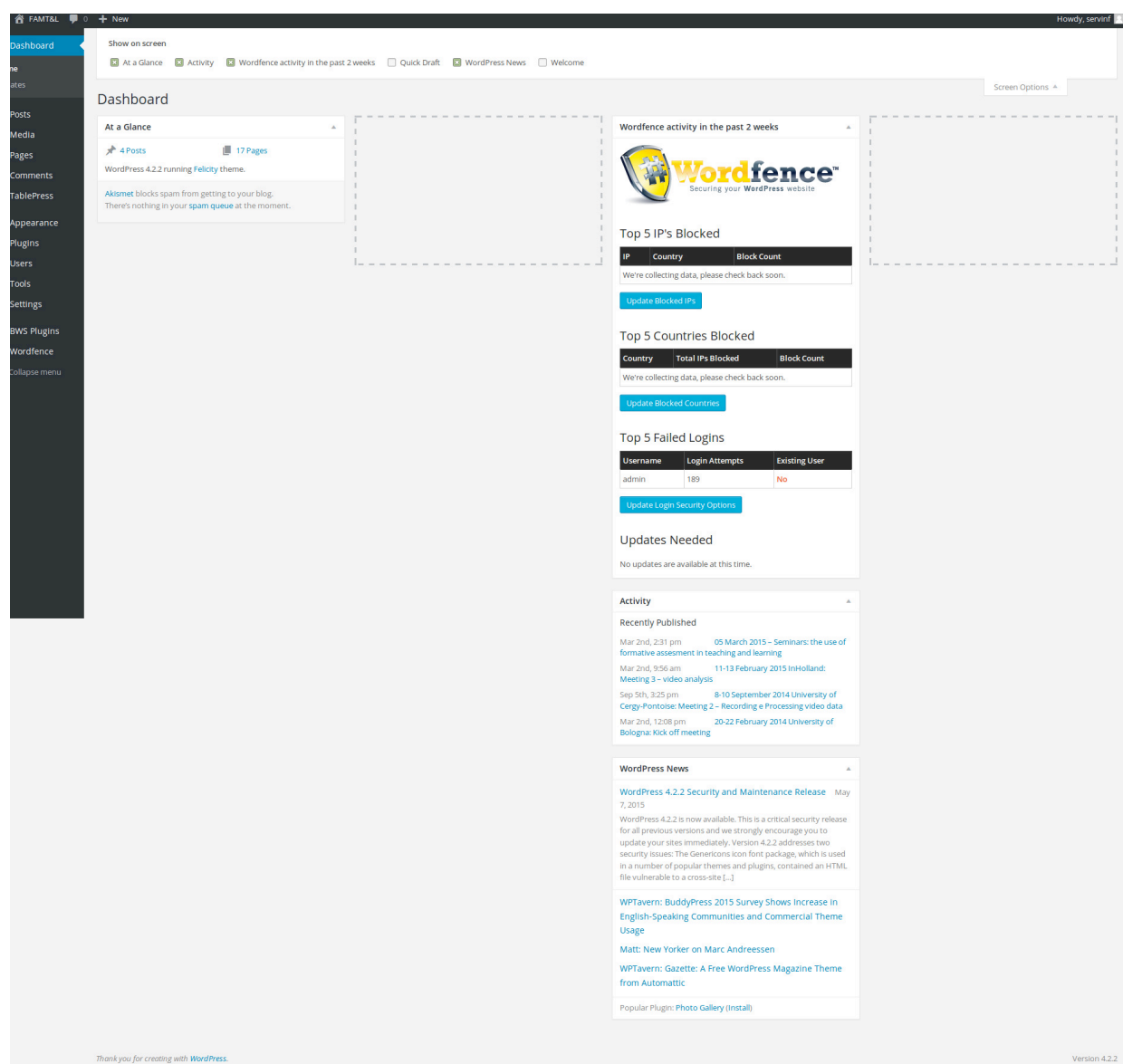
Prof. Ira Vannini

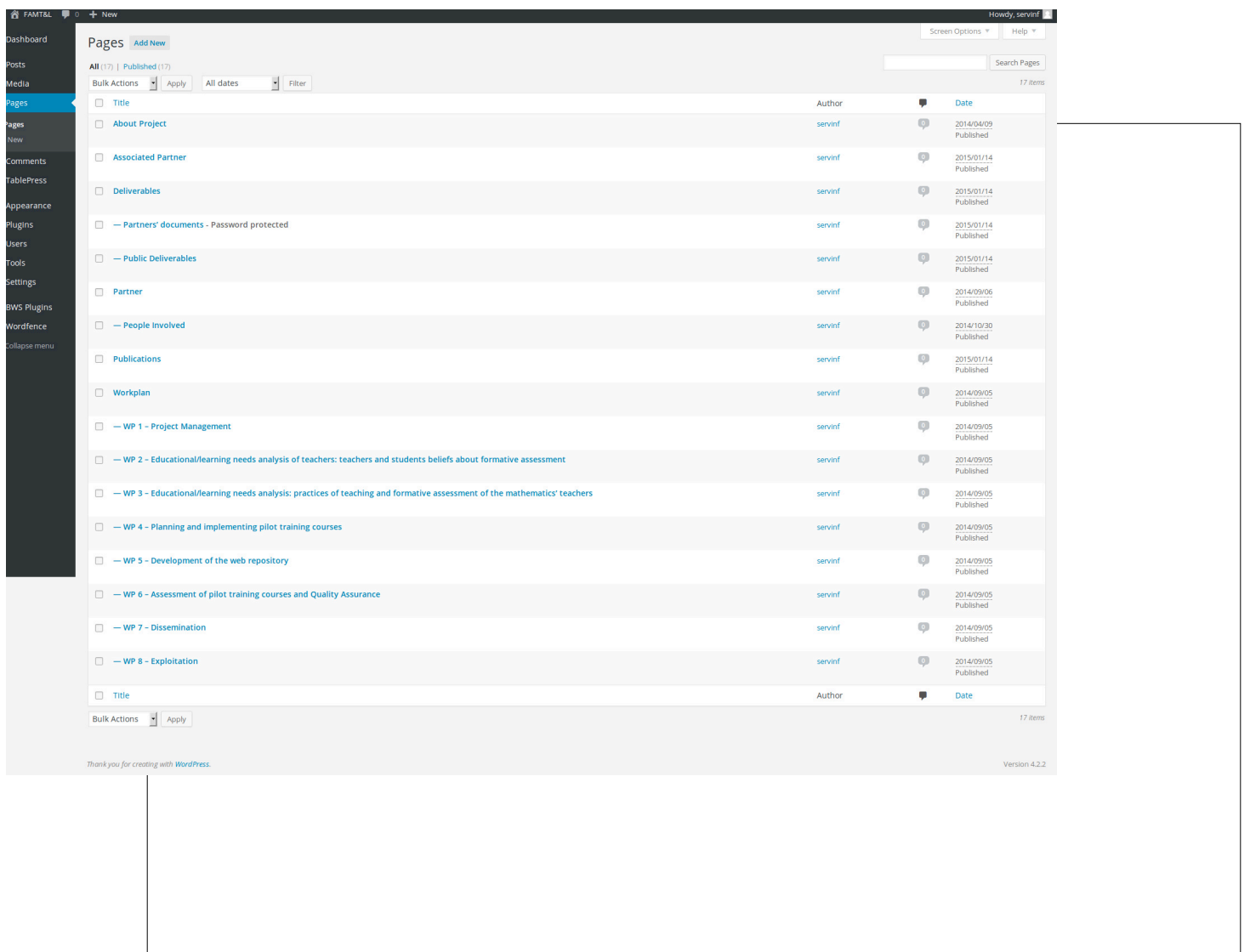Fig. 4 Admin panel: dashboard

Fig. 5 Admin panel: Pages of web sites

2.6 *Implementing information architecture*

Due to help of all the partners we have collected a lot of information, about project, partner contact and logo.

All the information are treated to be compliant with web medium. Entire pages of the source documents are rewritten to accomplish style and structure of web article and writing.

Image are elaborated to match format, size and dimension for web publishing.

2.7 *Publishing web site*

At the end of process we have published web site: http://www.famt-l.eu

Recently, web site have attached at Google Analytics account.

In the last week, pageviews was sixteen, each session of visit have almost two minute of time spent on web site.

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