



Project title:

INNOMATH - Innovative enriching education processes for Mathematically Gifted Students in Europe.

Reference number: 2019-1-DE03-KA201- 059604

Implementation period: September 2019 – August 2021

Quality Assurance Report for the first 9 months

Period: 1 Sept 2019 – 31 May 2020

For the first nine months of the project the following comments and notes constitute an integral consideration of the extent of fulfilment of the expectations of the project as they are reflected in the appropriate documents/ activities/ outcomes/ deliverables presented/ identified/ elucidated in :

1. The Quality Assurance Statement
2. The minutes and the post-evaluations of the meetings
3. The comments, remarks or other observations at the management level (as reflected in the minutes of the meetings and in the various communication activities)
4. The Work Plan and the updated Timeline
5. The Dissemination activities
6. The content of the various outcomes/ deliverables
7. The INNOMATH Indicators Table

AIMS and OBJECTIVES of the Project

1. An Analysis Report on Good Practices and Methods used to support gifted/ talented pupils in schools
2. Mathematics meets Industry in School- Knowledge to Innovation through Practice: Guidelines
3. Electronic Guidebook of Methods and Tools for teacher facilitators
4. INNOMATH Course for teacher facilitators: Supporting Mathematically Gifted Students

Assessment – Comments

In the context of the materialisation of the above aims the partnership has prepared the following:

Electronic Guidebook of Methods and Tools for teacher facilitators

INNOMATH Guidebook: General Introduction

- Introduction

- How to use these Guidelines

PART A

- Introduction

- Definitions/characteristics of giftedness

- Set of definitions for gifted/talented school students

- Characteristics-Executive Functions of gifted students

- Tools for Identification and Motivation of gifted/talented school students

This part of the project is in its final form

INNOMATH Guidebook Part B

A collection of examples and support material for teachers

Part B- Chapter 1: A collection of Mathematics Problems for gifted/talented school students

1.1 Age level under 14

1.2 Age level over 14

Part B - Chapter 2 : Definitions/characteristics of giftedness

2.1 Set of definitions for gifted/talented school students

2.2 Characteristics-Executive Functions of gifted students

2.3 Tools for Identification of gifted/talented school students

Part B- Chapter 3: Projects and Applications

3.1 Projects/Investigation and Applications related to other sciences(STEAME) and real life

3.2 Projects/Investigation and applications related to gaming

3.3 Projects/Investigation and applications related to industry/business

world/thematic/research institutes/authorities/organizations relating to real life issues

3.4 Projects and applications related to cooperation with universities

Part B -Chapter 4: Competitions/Challenges and Communication activities

Part B- Chapter 5: Videos and Interactive Media related to giftedness

This part of the project is in its final form

INNOMATH Guidebook Part C

Mathematics meets Industry in School – Knowledge to Innovation through Practice: Guidelines

For the materialisation of this part and in order to implement a MID day in the local environment, it was decided to promote activities and collect material (including mathematical problems with industrial content) that will lead to:

1. Identify, gather and coach the gifted pupils in selected schools,

2. Contact and motivate a researcher at the university + have him/her recruit LMD students
3. Contact local industries and find with them suitable unsolved problems

This part of the project is well under way as it can be justified in the minutes of the meetings. Unfortunately due to the Coronavirus pandemic the plans for its implementation had to change. Particularly the MID day which was planned for March 2020 in France had to be postponed as it has to involve pupils. In the revised Timeline this is now planned for September-October 2020. In view of this the development of Part C has to be delayed. In particular the design of the course C1 has to wait to have the outcomes of these activities.

BASIC INDICATORS OF THE PROJECT

At Project Management Level: Up to this stage it looks that the project runs smoothly and the set indicators are in the context of the Quality assurance statement. No risks have been identified so far.

At Project Quality and Impact Level: Up to this stage it looks that the project runs smoothly and the set indicators are in the context of the Quality assurance statement. This conclusion is reached taking into consideration the following material: The Excel file with the numbers mentioned for the indicators. The reports on the validation in the context of the Focus Groups. The Newsletter.

At Monitor and Evaluation performance Level: Up to this stage it looks that the project runs smoothly and the set indicators are in the context of the Quality assurance statement. This conclusion is reached taking into consideration the following material: The Post Evaluations of the Transnational Meetings. The Excel file with the numbers mentioned for the indicators. The reports on the validation in the context of the Focus Groups. The Newsletter.

INNOMATH INDICATORS TABLE

WORK PLANS

By considering the Work Plan as updated by this time it looks that the project runs in accordance to the initial plan except for activities (like face to face meetings and involvement of pupils and teachers in classes) that have been affected by the Coronavirus pandemic.