



Scheda Proposta Progetto

CIP HAIJBZ

Dati proposta

Acronimo

F.A.I.R. (rev.1)

Titolo

Formative Assessment for Inclusive and gender Responsive teacher professional development

Durata in mesi

36

Descrizione

Persistent inequalities in mathematics achievement and participation remain a global challenge, as evidenced by OECD-PISA and IEA-TIMSS data. Although the international debate emphasizes the key role of formative assessment (FA) strategies in improving the quality and equity of teaching and learning processes, in the Italian school context, assessment practices are still often predominantly tied to summative traditions. Aligning with national and international priorities (PNR 2021-2027 and UNESCO 2030), this project investigates the role of FA practices in reducing educational inequalities in mathematics education. It addresses a significant research gap concerning the relationships among teachers' assessment literacy, classroom assessment practices, mathematical identities, and equity-related issues in mathematics education - with particular attention to gender-related inequities - by examining interactions among these dimensions and developing an integrated theoretical and operational framework that brings them together. The research is grounded in a Research-Based Teacher Professional Development (R-TPD) approach, in Italian R-F (Ricerca-Formazione), which conceives teacher professional learning and educational research as interconnected processes aimed at investigating and innovating classroom practices. The research design is structured into sequential, interconnected phases integrating literature review and the development, validation and administration of quantitative and qualitative research instruments across diverse pre-service and in-service teacher education contexts. Mixed-methods analysis will explore interactions among teachers' assessment beliefs and practices and equity-related classroom dynamics. Key outputs include a video-based teacher professional development model and a validated FA indicator system designed to support video analysis and foster critical reflection on FA practices in authentic mathematics classrooms. By integrating teachers' assessment literacy, FA practices, video-based professional development and equity-oriented mathematics education, the project aims to contribute to scientific advancement in mathematics education, assessment research and teacher education. Expected outputs include validated analytical indicators, a professional development model, training modules, reflective tools, video-analysis protocols, observation grids, digital resources, open-access materials and guidelines for teachers and schools.

Stato

INVIATA

Proponente

MAMMANA, MARIA FLAVIA

Struttura proponente

DMI

Ambito

NAZIONALE

Ente finanziatore

Ministero della Università e della Ricerca

Bando di riferimento

PRIN 2026

Capofila

Università degli Studi di FERRARA

Partner

Università degli Studi dell'AQUILA
Alma Mater Studiorum Università di Bologna
Università degli Studi del PIEMONTE ORIENTALE
Università degli studi di Catania

Dati economici

Costo complessivo

€ 1.554.327

Finanziamento complessivo atteso

€ 371.350

Finanziamento previsto UNICT

€ 201.800



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Cofinanziamento previsto UNICT

€ 74.200

Componenti (4)

#	Nominativo	Ruolo	Carriera**	Struttura	ERC	Ore*
1	MAMMANA, MARIA FLAVIA	RESP_SCIENTIFICO	PA	DMI	PE	400
2	CIRMI, Giuseppa Rita	COMPONENTE	PA	DMI	PE	300
3	D'ASERO, Salvatore	COMPONENTE	PA	DMI	PE	300
4	FERRARELLO, DANIELA	COMPONENTE	PA	DI3A	PE	400

* ore stimate

** PO - Professore Ordinario; PA - Professore Associato; RD o RM - Ricercatore TD; RU - Ricercatore

Distribuzione componenti per struttura



■ DMI: 3 (75%)
■ DI3A: 1 (25%)