



Project number: 2018-1-IT02-KA201-048274

## INTERVENTION TOOL

# Coordinate plane

### 1. Introduction

In order to develop a set of educational activities aimed to solve problems that work with spatial orientation concepts we refer to some theoretical frameworks that will be described in the session 2.

In session 3 the design of the educational activities is described. In particular, if the activities are addressed to a single student or to the class, the educational aim of the activities, the Cognitive area and math domain of interest and the Mathematical objects in the areas of difficulties identified through the B2 questionnaire.

### 2. Theoretical framework of reference

The theoretical references that helped us to design the following activities are:

1) **Universal design for learning (UDL) principles** (Table 3), a framework specifically conceived to design *inclusive* educational activities (<http://udlguidelines.cast.org/>)

Table 3: UDL guidelines

	Provide multiple means of <b>Engagement</b> → Affective Networks The "WHY" of learning	Provide multiple means of <b>Representation</b> → Recognition Networks The "WHAT" of learning	Provide multiple means of <b>Action &amp; Expression</b> → Strategic Networks The "HOW" of learning
<b>Access</b>	Provide options for <b>Recruiting Interest</b> (7) → <ul style="list-style-type: none"> <li>Optimize individual choice and autonomy (7.1) &gt;</li> <li>Optimize relevance, value, and authenticity (7.2) &gt;</li> <li>Minimize threats and distractions (7.3) &gt;</li> </ul>	Provide options for <b>Perception</b> (1) → <ul style="list-style-type: none"> <li>Offer ways of customizing the display of information (1.1) &gt;</li> <li>Offer alternatives for auditory information (1.2) &gt;</li> <li>Offer alternatives for visual information (1.3) &gt;</li> </ul>	Provide options for <b>Physical Action</b> (4) → <ul style="list-style-type: none"> <li>Vary the methods for response and navigation (4.1) &gt;</li> <li>Optimize access to tools and assistive technologies (4.2) &gt;</li> </ul>
<b>Build</b>	Provide options for <b>Sustaining Effort &amp; Persistence</b> (8) → <ul style="list-style-type: none"> <li>Heighten salience of goals and objectives (8.1) &gt;</li> <li>Vary demands and resources to optimize challenge (8.2) &gt;</li> <li>Foster collaboration and community (8.3) &gt;</li> <li>Increase mastery-oriented feedback (8.4) &gt;</li> </ul>	Provide options for <b>Language &amp; Symbols</b> (2) → <ul style="list-style-type: none"> <li>Clarify vocabulary and symbols (2.1) &gt;</li> <li>Clarify syntax and structure (2.2) &gt;</li> <li>Support decoding of text, mathematical notation, and symbols (2.3) &gt;</li> <li>Promote understanding across languages (2.4) &gt;</li> <li>Illustrate through multiple media (2.5) &gt;</li> </ul>	Provide options for <b>Expression &amp; Communication</b> (5) → <ul style="list-style-type: none"> <li>Use multiple media for communication (5.1) &gt;</li> <li>Use multiple tools for construction and composition (5.2) &gt;</li> <li>Build fluencies with graduated levels of support for practice and performance (5.3) &gt;</li> </ul>
<b>Internalize</b>	Provide options for <b>Self Regulation</b> (9) → <ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation (9.1) &gt;</li> <li>Facilitate personal coping skills and strategies (9.2) &gt;</li> <li>Develop self-assessment and reflection (9.3) &gt;</li> </ul>	Provide options for <b>Comprehension</b> (3) → <ul style="list-style-type: none"> <li>Activate or supply background knowledge (3.1) &gt;</li> <li>Highlight patterns, critical features, big ideas, and relationships (3.2) &gt;</li> <li>Guide information processing and visualization (3.3) &gt;</li> <li>Maximize transfer and generalization (3.4) &gt;</li> </ul>	Provide options for <b>Executive Functions</b> (6) → <ul style="list-style-type: none"> <li>Guide appropriate goal-setting (6.1) &gt;</li> <li>Support planning and strategy development (6.2) &gt;</li> <li>Facilitate managing information and resources (6.3) &gt;</li> <li>Enhance capacity for monitoring progress (6.4) &gt;</li> </ul>
<b>Goal</b>	<b>Expert Learners</b> who are... <b>Purposeful &amp; Motivated</b>	<b>Resourceful &amp; Knowledgeable</b>	<b>Strategic &amp; Goal-Directed</b>

The Center for Applied Special Technology (CAST) has developed a comprehensive framework around the concept of Universal Design for Learning (UDL), with the aim of focusing research, development, and educational practice on understanding diversity and facilitating learning (Edyburn, 2005). UDL includes a set of Principles, articulated in *Guidelines and Checkpoints*<sup>1</sup>. The research grounding UDL's framework is that "learners are highly variable in their response to instruction. [...]"

<sup>1</sup> For a complete list of the principles, guidelines and checkpoints and a more extensive description of CAST's activities, visit <http://www.udlcenter.org>



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Thus, UDL focus on these individual differences as an important element to understanding and designing effective instruction for learning.

To this aim, UDL advances three foundational Principles: 1) provide multiple means of representation, 2) provide multiple means of action and expression, 3) provide multiple means of engagement. In particular, guidelines within the first principle have to do with means of perception involved in receiving certain information, and of “comprehension” of the information received. Instead, the guidelines within the second principle take into account the elaboration of information/ideas and their expression. Finally, the guidelines within the third principle deal with the domain of “affect” and “motivation”, also essential in any educational activity.

For our analyses we will focus in particular on specific guidelines within the three Principles<sup>2</sup>.

Guidelines within Principle 1 (provide multiple means of representation), suggest proposing different options for perception and offering support for decoding mathematical notation and symbols. Moreover, guidelines suggest the importance of providing options for comprehension highlighting patterns, critical features, big ideas, and relationships among mathematical notions. Finally, our analyses will give examples of how software AlNuSet can guide information processing, visualization, and manipulation, in order to maximize transfer and generalization.

Moreover, the guidelines from Principle 2 (provide multiple means of action and expression) suggest to offer different options for expression and communication supporting planning and strategy development. Finally, the guidelines from Principle 3 show how certain activities can recruit students’ interest, optimizing individual choice and autonomy, and minimizing threats and distractions.

In the section 4 we will analyse examples of activities, classifying them both by the type of mathematical learning they are designed and the cognitive area they support. We will show how these examples have been designed on the UDL principles in order to make them inclusive and effective to overcome math difficulties identified through B2 questionnaire.

2) The European Project **FasMed**, that focused on formative assessment in mathematics and science, (<https://research.ncl.ac.uk/fasmed/>).

Formative assessment (FA) is conceived as a method of teaching where “evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited” (Black & Wiliam, 2009, p. 7). FaSMEd project refers to Wiliam and Thompson (2007)’s study, that identifies five key strategies for FA practices in school setting: (a) *clarifying and sharing learning intentions and criteria for success*; (b) *engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding*; (c) *providing feedback that moves learners forward*; (d) *activating students as instructional resources for one another*;-(e) *activating students as the owners of their own learning*. The teacher, student’s peers and the student him- or herself are the agents that activate these FA strategies.

Table 4: Formative assessment strategies

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1 Clarifying learning intentions and criteria for success	2 Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	3 Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	4 Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	5 Activating students as the owners of their own learning	

<sup>2</sup> The items are taken from the interactive list at <http://www.udlcenter.org/research/researchevidence>





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FaSMEd activities are organized in sequences, that encompass group work on worksheets and class discussion where selected group works are discussed by the whole class, under the orchestration of the teacher. Taking into account formative assessment strategies and technology functionalities, Cusi, Morselli & Sabena (2017, p. 758) designed three types of worksheets for the classroom activity:

“(1) *problem worksheets*: worksheets introducing a problem and asking one or more questions involving the interpretation or the construction of the representation (verbal, symbolic, graphic, tabular) of the mathematical relation between two variables (e.g. interpreting a time-distance graph);

(2) *helping worksheets*, aimed at supporting students who face difficulties with *the problem worksheets* by making specific suggestions (e.g. guiding questions);

(3) *poll worksheets*: worksheets prompting a poll among proposed options”.

The authors identified feedback strategies (Table 5) the teacher may adopt to give feedback to students (Cusi, Morselli & Sabena, 2018, p. 3466). These strategies are employed in the class discussion that is organized by the teacher after the group work on worksheets.

Table 5:

Revoicing	When the teacher mirrors one student’s intervention so as to draw the attention on it. Often, during the revoicing, the teacher stresses with voice intonation some crucial words of the sentence she is mirroring. Rephrasing takes place when the teacher reformulates the intervention of one student, with the double aim of drawing the attention of the class and making the intervention more intelligible to everybody.
Rephrasing	Rephrasing takes place when the teacher reformulates the intervention of one student, with the double aim of drawing the attention of the class and making the intervention more intelligible to everybody. Rephrasing is applied when the teacher feels that the intervention could be useful but needs to be communicated in a better way so as to become a resource for the others. [...] The revoicing and rephrasing strategies [...] turn one student (the author of the intervention) into a resource for the class.
Rephrasing with scaffolding	When the teacher, besides rephrasing, adds some elements to guide the students’ work.
Relaunching	When the teacher reacts to a student’s intervention, which (s)he considers interesting for the class, not giving a direct feedback, but posing a connected question. In this way, by relaunching the teacher provides an implicit feedback [...] on the student’s intervention, suggesting that the issue is interesting and worth to be deepened or, conversely, has some problematic points and should be reworked on.
Contrasting	Contrasting takes place when the teacher draws the attention on two or more interventions, representing two different positions, so as to promote a comparison. By contrasting, [...] the authors of the two positions may be resource for the class as well as responsible of their own learning.

We draw from the FaSMEd experience the idea of creating classroom activities in the formative assessment perspective, which may promote inclusion.



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### 3. Design

#### 3.1. Difficulties identified through the B2 questionnaire

We detect difficulties in the following items of B2:

Which point of the graph could have coordinates (7,16)?

A. Point P  
B. Point Q  
C. Point R  
D. D point S

In the coordinate plane above, which point could have coordinates (2,-4)?

A. P  
B. Q  
C. R  
D. S

These difficulties are related to the interpretation and using of representation of points on a coordinate plane.

#### 3.2. Cognitive area and math domain of interest

The area of difficulties identified through the B2 questionnaire is related to the domain of *Arithmetic*. In particular, the difficulties are related to the interpretation and using of spatial organization. Thus, *Visuo-Spatial* is the cognitive area involved.

#### 3.3. Educational Aims

The purpose of this activity is to help students to understand coordinates. Students are guided to solve problems that work with spatial orientation concepts such as location of points on a coordinate plane.



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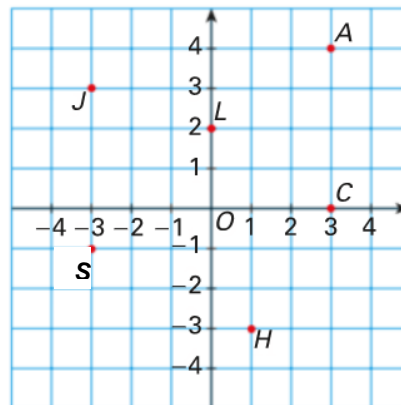
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### 3.4. Addressing to Student /class

The intervention tool is articulated in a set of activities and is to be addressed to single students.

### 3.5. Educational activities: the Intervention Tool

First, the teacher introduces a Cartesian coordinate system to the student using the following figure and explains that to locate points on the plane we can use two axes perpendicular to each other, which intersect at a point O (origin of the referential). Each of these axes has an orientation indicated by an arrow and a graduation.



Then, teacher explains that the figure represents part of a map. Laura is at point O. To move to the places marked on the map, she can only move horizontally and vertically, always moving horizontally first. The teacher asks the student how Laura can move to the next places:

- A (Airport)
- H (Hotel)
- S (School)
- L (Lake)
- C (Cafe)
- J ( Jail)

In the answers the student can only use the terms up, down, right and left.

The teacher explains that each point on the map can be represented by an ordered pair of numbers. The first value refers to the horizontal axis and the second value to the vertical axis.

For example A(3,4) means that to go to the Airport, Laura moves from the point O 3 units to the right and 4 units upwards.

- (3,4) are the coordinates of the point A
- 3 is the abscissa
- 4 is the ordinate



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After that, the student completes the following table:

Point	Number of units moved horizontally from point O (abscissa)	Number of units moved Vertically from point O (ordinate)	Coordinates (abscissa,ordinate)
A	3	4	(3,4)
H			
S			
L			
C			
J			

#### 4. References

- [1] <https://www.thatquiz.org/tq-7/math/points/>
- [2] 7<sup>th</sup> year math books from Porto Editora
- [3] <https://www.mathplayground.com/>
- [4] Karagiannakis, G. N., Baccaglini-Frank, A. E., & Roussos, P. (2016). Detecting strengths and weaknesses in learning mathematics through a model classifying mathematical skills. *Australian J. of Learning Difficulties*, 21(2), 115–141. <https://doi.org/10.1080/19404158.2017.1289963>
- [5] Workshop with Dr. Giannis Karagianakis in International Congress of math learning difficulties, in Lisbon, 7,8/02/2020
- [6] European Project FasMed (<https://research.ncl.ac.uk/fasmed/>).
- [7] Universal design for learning (UDL) principles (<http://udlguidelines.cast.org/>)



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