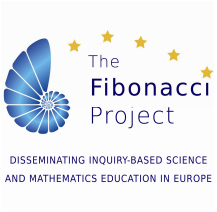

“Raising awareness about IBSME in Europe”, Bayreuth 2010

Summary of the First European conference of the Fibonacci project

Konrad Krainer

Content

- Goal of the conference
- Programme (Intervention to reach the goal)
- Community
- Content
- Context
- Summary (of the summary)

Based on my impressions and those of some others

(Double) Goal

- Title: „Raising awareness about Inquiry-Based Science and Mathematics Education (IBSME) in Europe“
- *Internal goal:* Sharing understanding and awareness of IBSME and Fibonacci
- *External goal:* Presenting and discussing IBSME and Fibonacci to/with a broader audience („openness“, „learning system“)

Programme

- Many features:
  - Lectures
  - Workshops (incl. plenary reports)
  - Posters
  - Breaks (enough time!)
  - Social programme (dinner, concert, ...)
- Very diverse and attractive; maybe more IBL-oriented (even in workshops; but e.g. CT2), probably offering a panel („joint reflection“)

Community

- 152 participants from 28 countries
  - 1/3 Germany (49 participants)
  - 1/3 A-B-DK-F-UK (48; 7-13)
  - 1/3 22 countries (55; 1-5)
- Diversity of roles
  - Organizers (project, conference/local organizers, ...) and providers of input
  - Participants, representatives, observers, ‘spies ’, …
  - All are learners

Content

- Expectations towards Fibonacci: Expecting too much? Too less?
  - Diversity, e.g. 36 posters (14 related to Fibonacci)
  - Presentation of many (diverse) ideas, complaints, suggestions, stories; rich learning environment; a lot of optimism (high and diverse expectations)
  - But less data, research; however, e.g. talk by Artigue: limited impact on systems at large, scaling-up? (sceptisism); we have knowledge on productive use of ICT, we should use it deeply)!

Content

- Two contrasting strategies for spreading IBL through Fibonacci:
  - Finding teacher educators with a deep, research-based knowledge on a specific issue (e.g. ICT-use in secondary M); “Expert-teacher strategy“
  - Starting with teachers with regard to any IBL-content and taking them from where they are; „Teacher-expert strategy“ (teachers as experts“)
- Balance? Situated REALISM!

Content

- What is IBL?
  - Giving students interesting „problems“ (input)
  - Stimulating „hands-on“ by students (process)
  - Ensuring that students „truly“ understand (outcome)
- Do we talk about the same? „Teaching for understanding“? (Social) constructivist teaching and learning? Montessori?
- → Continuous and joint reflection !

Content

- IBSML as a contribution to a more open society! Talking about culture, values, …
- Shift: Science for experts → for all
- Discrepancy between the state of the art in research and the contents at schools (material by researchers, also for primary!)

Content

- Diversity means a variety of topics (e.g. engineering), learning environments (incl. outside school), interests by teachers …
- Working on IBL with teachers means also to reflect whether we take an IBL-approach to work with them!

Context

- Organisation, support, involvement, culture, ambiente
  - Time and space
  - Cognitive, but also „castle, dinner and music“
  - „Hands-on“: Bag, brochure, Calendar 2011, Tangram-puzzle, presents, ...
  - Pre-information, transport, hospitality, punctuality, helpful and friendly students

Summary

- Very stimulating learning environment
- Professionally and personally attractive
- We bring with us new ideas, mentally and physically
- Balance between expecting too much vs. too less; let‘s be realistic!

- THANKS TO THE ORGANIZERS!