

Members of the MERIA project team have completed their second week of training and exchange of good practices.

Host of the training activity was University of Ljubljana in Slovenia. During this training event experts from partnering institutions transferred their knowledge on design of innovative scenarios and modules to the project team. This training event was crucial for the project as one of the main goals of the project is to systematically develop teaching and learning materials that are adapted to needs in all partner countries.

On the first day the project team made analysis of the test scenario discussing reports from each country and a workshop on How to make a test scenario into a module was held. Main questions addressed were:

- How to make the implementation of a scenario successful?
- Was the test scenario interesting?
- What are the main comments from teachers and students?
- How to gather data and students' work and document the findings?
- How to produce a module that is informative for future users of the scenario?





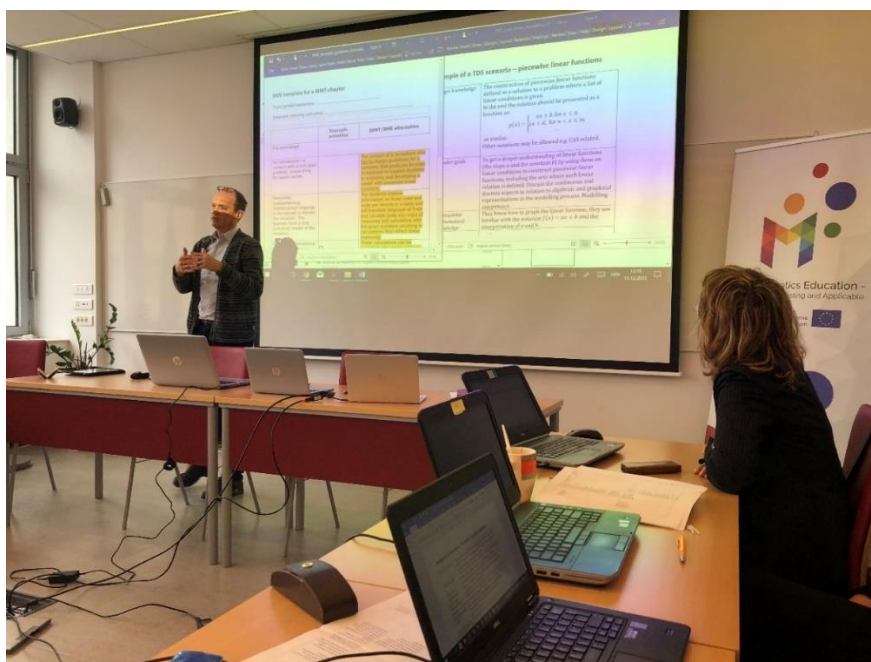
# Mathematics Education - Relevant, Interesting and Applicable





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Second day of the training was dedicated to the roles of TDS and RME in MERIA. These two theoretical frameworks form a basis for the project. Two streamlines have different roles in MERIA and the interaction of the two theories shows itself fruitful in terms of richness of the contexts and ideas for new mathematical situations. Having more viewpoints on the way knowledge is constructed and classroom activities are organized opens interesting discussions and higher quality of project outputs. The result of the workshop was a clear understanding of the role of RME as a source of rich contexts and providing support for the rationale behind innovative scenarios. The role of TDS was confirmed in the design of the templates and organization of scenarios.



On the third day of the training the project team visited Bežigrad Grammar School where they have observed two lessons in two different classes. The school has classes taught in English which provided an opportunity for all team members to observe the work of Slovenian teachers and students. After the visit, the team has discussed the lessons from different points of view: preparation, inquiry activities, classroom management etc.

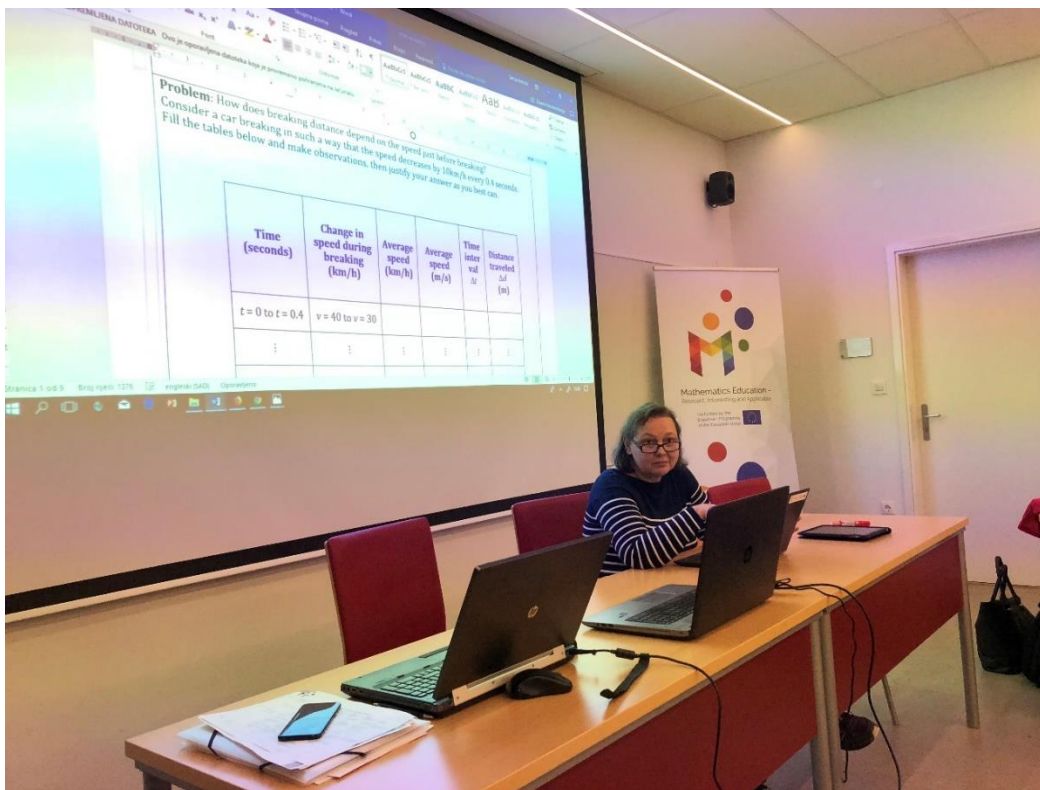


Later during the day, the project team also presented developed scenarios, analysed them and discussed on their advantages and disadvantages. The activity was organized as group work followed by a discussion with conclusion guided by the workshop leader.





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On the fourth day of the training event the project team learned about the role of assessment and evaluation. Assessment is a hard topic for all teachers. Changing a teaching approach may rise many questions concerning assessment of students, but also of the success of the lesson. In MERIA we want to avoid misunderstanding that may come from intensive pressure that comes from national assessment policies and bring the focus on deeper understanding of mathematics. Furthermore, the project team discussed various ways in which teacher may evaluate if the new scenarios are successful in their classroom. This workshop was important for the teams that will develop evaluation tools as a part of MERIA modules.





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The fifth day of training was dedicated to a workshop on ideas for the implementation of new topics as TDS scenarios. Project team has worked in heterogeneous groups in order to learn from different contexts (countries).







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The last day of training brought the team back to the series of workshops on the methodology for teaching scenarios and modules. The idea of the series was to revisit the main conclusions from all previous days and to summarize main findings of the project team. The week has been established to be more than successful regarding the scope of ideas brought up and learned, in the depth of investigations and the collaborative strengths that have been further established among the experts from four countries.

