

Reflective inquiry as a framework for designing teaching and learning sequences on socio-scientific issues

1-3. Digital support for Inquiry, Collaboration, and Reflection on Socio-Scientific Debates – CoReflect.

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Abstract

In the past decade, there has been mounting evidence that the problem has become more acute. Studies, such as those performed under the ROSE project, (Sjøberg & Schreiner, 2006), have indicated that most youth surveyed expressed positive attitudes on the importance of scientific and technological issues to society. However, the students show a diminishing interest. There are four different papers being presented in this symposium. They are from ongoing large-scale projects on Socio-Scientific Issues (SSI). The three first are part of a European project, *CoReflect* (www.coreflect.org). The fourth is from a national project in Sweden *SISC* (www.sisc.se). The two projects take different perspectives on scaffolding, inquiry and collaboration in SSI. One project is focusing on data-driven inquiry, where collaboration and scaffolding are important aspects. The other has a more pronounced humanistic perspective and focus interest, knowledge and self-efficacy of the students. One project has a designed-based approach with teachers taking part in the developmental phase, while in the other a large group of teachers have implemented pre-designed materials. A digital learning environment is used in a collaborative setting in one project, whereas teachers in the other project are using the materials in different ways.