

CYPRUS MATHEMATICAL SOCIETY

DIS-CODE - Disconnected, discouraged, disenabled? Let's code!

DISSEMINATION EVENT in CYPRUS - Press Release

The Cyprus Mathematical Society organized a multiplier event for the Dis-Code Project. The event consisted of two parts as follows:

Part I: An Activity for Pupils in schools in the context of the outcomes of the Project

Description: To use the Discode Methodology in the school context in order to develop digital and numerical skills through the use of scratch

Objectives:

To develop interest in scratch

To use it as a tool for developing code enabling mathematical problem solving.

Target Group: Pupils in the Heritage Private School and in the Forum Private School as well as teachers from these two schools

Venue: The Heritage School, Limassol, Cyprus

Date: 29 October 2018

Number of participating Students: 20 students from the Heritage school and 20 students from the Forum School

Part II: Presentation of the Basics of the Discode Methodology to Decision makers and teachers

Description:

An introduction to the Discode project and its main outputs to a group of teachers.

Discussion of its pros and cons

Objectives:

To inform and disseminate the content and ideas of the Dis-Code Methodology

To inform about the intellectual outputs of the project and how they can access them

To Identify the benefits of the methodology

To develop the motives for using it

Target Group: Decision makers and teachers

Venue: The Hilton Hotel, Nicosia, Cyprus

Date: 29 October 2018

Number of participants: 30 teachers and decision makers (the majority of them with mathematical background)

Feedback received / Conclusions

Conclusions for Part I

During the activities in Part I and the discussion that followed them the following conclusions were reached:

Students were happy and interested in using Scratch to solve geometrical problems.

They demonstrated creativity and innovative approaches.

They realised that coding is a useful tool for problem solving.

They had the opportunity to collaborate and exchange views. In particular this was extremely useful in the case of bringing together students from two different schools, lying in two different cities. Also during the discussion, the students reflected on the extent of consequences of coding in their everyday activities and they reached the conclusion that coding is not just for applications in mathematics, science and technology but it also has an impact on art and humanities as well.

Conclusions for Part II

The participants expressed interest in exploiting the ideas and the outcomes of the project. During the event the added value of coding was stressed by siding it along with literacy and numeracy as a basic constituent of Symbolics.

It was recognized that the intellectual outcomes of the project can be a valuable medium in the effort of involving students in active learning and reducing the disillusion and indifference that the education system and society are facing.

The participants had the opportunity to reflect on the outcomes of the project as means that can enhance mathematical skills and competencies.

Digital skills were thought as quite essential for promoting processes like problem solving, critical thinking and other essential competencies needed for the real world.

Some reservations were expressed as to the need for teachers training in the area. Also the majority of the teachers expressed their anxiousness to fulfil the requirements of the curriculum and the reactions on the part of the parents.