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Evaluating Inquiry Based Learning in Mathematics

Abstract

A group of mathematical activities were designed for an event labelled as ‘Maths Day’. Such an event was implemented for the first time in a Greek primary school. The activities aimed to be entertaining and challenging and, on the same time, to provoke ‘inquiry based’ mathematics learning. ‘Inquiry Based Learning’ is a teaching and learning approach grounded on the students’ questions and explorations, with the objective to promote active engagement in their learning. All the people involved-researchers, teachers, pupils-were enthusiastic about the day. This paper addresses the issue of the evaluation of such a teaching event in order to justify (or not!) its future replication.