**Report from the workshop 17th June 2021**

**Programme:**

14:00 – 14:15 Introduction

14:15 – 14:30 Presentation of the initiative

14:30 – 15:30 Discussion

**Participants:**

Josef Rebenda, Brno University of Technology, Czech Republic

Zuzana Pátíková, Tomas Bata University in Zlín, Czech Republic

Helge Fredriksen, UiT – The Arctic University of Norway, Norway

Ragnhild Johanne Rensaa, UiT – The Arctic University of Norway, Norway

Irina Vinogradova, UiT – The Arctic University of Norway, Norway

Per Persson, UiT – The Arctic University of Norway, Norway

**Summary:**

Some discussion arose later on about the inquiry based teaching. Participating members in the seminar were engaged in teaching mathematics on most levels in tertiary mathematics education. One of the participants claimed that even on a master level, inquiry based linear algebra teaching could be applied. However, the master students need repetition of the previously acquired knowledge too.

Inquiry based teaching often involves group work, and there was a brief discussion on the effect of interrupting students engaged in discussions with peers from the teacher side. There was consensus that this problem had to be dealt with on an individual basis, depending on the classroom environment and culture.

One of the attendees was actually involved in a PhD program in mathematics education, and had mixed experience with group work dynamics. His work on students’ exploration using digital tools involved utilizing students’ own video recording of their solution process on mathematical tasks. This, he claimed, could be done in a group but each student should record an individual video. The group considered this as an interesting topic for didactical experiments and research, but there was a bit scepticism raised about focusing too much on digital tools.

Another participant told about an interesting use of digital tools which involved a certain mathematical game (Variant – Limits, <https://triseum.com/variant-limits/>) that was included in a bachelor mathematics course in the Czech Republic. Other more basic mathematics games like the Norwegian DragonBox (<https://dragonbox.com>) were discussed.

All in all, these discussions were taking into account the inquiry based thinking about mathematical pedagogics, and spun in creative ways that the organizers did not foresee.

**Photo documentation:** Available at the National Focal Point