

DEVELOPMENT OF SOCIAL AWARENESS OF INQUIRY-BASED LEARNING VIA MASSIVE OPEN ONLINE COURSE

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The European Union promotes the development of a knowledge-based society, in which mathematics and natural sciences play a significant role [1]. Based on the recommendations published in the so-called Rocard report [2], the EU began promoting teaching methods based on students' independent inquiry of knowledge as part of the 7th EU Framework Programme. From 2008 to 2017, many projects aimed, among other things, at training teachers and students preparing for the teaching profession in implementing inquiry-based learning. These projects not only allowed to raise teachers' competencies in this area, but also to identify the main problems and limitations hindering the implementation of the aforementioned teaching methods. One of the main difficulties is the limited knowledge and understanding of these methods by parents, stakeholders, and society as a whole [3]. For this reason, the course "Developing Research Skills of Children and Youth" was created in the form of a Massive Open Online Course (MOOC) [4]. This course allows all interested parties to familiarize themselves with the basics of the methodology of teaching based on students' independent inquiry of knowledge, together with students of the Faculty of Chemistry at the Jagiellonian University preparing for the profession of a chemistry teacher. So far, 3 editions of the course have been conducted, in which over 500 participants took part. Their motivation, expectations, and level of satisfaction with the course were examined and will be discussed during the presentation.

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2. M. Rocard, P. Csermely, D. Jorde, H. Walberg-Henriksson, V. Hemmo, *Science Education Now: A Renewed Pedagogy for the Future of Europe*. Brussels: European Communities, 2007.
3. P. Bernard, I. Maciejowska, E. Odrowąż, K. Dudek, R. Geoghegan, Introduction of inquiry-based science education into polish science curriculum – general findings of teachers' attitude, *Chemistry-Didactics-Ecology-Metrology* 17(1-2) (2012) 49-59.
4. R. Kop, The challenges to connectivist learning on open online networks: Learning experiences during a massive open online course, *International Review of Research in Open and Distance Learning* 12(3) (2015) 19-37.