



Panel - debate 2: Segregation for ever?

Leader: *Paulo Blikstein*

Is constructionism in danger of becoming a victim of fragmentation, self-referencing and loss of relevance to what's going on in research and education worldwide? Do we feel it is worth trying to position constructionism in a pluralistic world, to go beyond its reference to mathematics and computer science education, to make identifications, ask questions and forge connections with trends, theories, technologies and mindsets in society and educational systems? Do we need to forge a niche for constructionist epistemology and associated learning and design theories in amongst a pluralism of theoretical frameworks and constructs? There are more than one communities in Europe and world-wide searching for ways to integrate approaches and theories in design, learning and teaching, so that each one is more identifiable and at the same time plays a part in the extent and the ways in which our growing knowledge can be put to use in educational practices around the world. Do we feel the constructionist community should be in on this effort? How can we contribute? What are the connections and differences between constructionism and e.g. inquiry learning, collaborative learning, learning in collectives and classroom contexts? This panel will begin a debate on the value of creating such connections and the ways in which such a venture could progress