

EDITORIAL

11th Forum DiNat and VGD/AD - Proceedings

Editors

Kostas Kampourakis¹ and Andreas Müller¹

¹University of Geneva, Switzerland

The 11th Forum DiNat and VGD/ADG took place in Geneva on January 23 and 24, 2020. The conference was organized by the science education group at the Faculty of Science and at the Teacher Training Institute of the University of Geneva, in collaboration with the Swiss Science Education Association (DiNat) and the Swiss Association for Geographic Education (VGD/ADG). Overall, ninety registered participants from all over Switzerland attended the meeting, along with teachers, teacher educators, and graduate students from the University of Geneva. A general impression was that the 11th Forum was a successful conference, which maintained a friendly atmosphere from beginning to end and which facilitated useful and stimulating discussions among participants, between researchers and practitioners, as well as between different disciplines.

There were two keynote talks. The first one “CERN – Cutting-edge Research on the Structure of Matter, and a Mission for Science Education” was given by Dr Sascha Schmeling of the Physics Education department of CERN. The other keynote talk, “The roles of emotions in learning”, was given by David Sander of Swiss Center for Affective Sciences, University of Geneva. Both keynote talks had a large audience and were met with keen interest.

There were sixteen sessions with oral presentations, organized in four strands of four parallel sessions each and one poster session. This format allowed participants to attend many of the presentations. The themes of the sessions were the following:

- Roles and features of tasks
- Experiments in science education
- New media
- Higher order competencies
- Out-of-school learning (2 sessions)
- Education for sustainable development (3 sessions)
- Primary science teaching
- Modern Physics
- Evolution education
- Teacher education: Programs
- Teacher education: Innovations
- Teacher education and practice: Special aspects
- Teacher education and practice: Emotions and perceptions

The total number of oral presentations was forty-six. There were twenty-five presentations in German, eleven in French and ten in English. There were also nine posters presenting during the poster session. A series of peer-reviewed papers emerged from these presentations, which are included in the present special issue.

