



### My Go-Lab story

The Go-Lab research and innovation project started in April 2014 with the Pilot activity "Measuring the temperature of the Sun". In 2015 it was included in the school's curriculum projects and continued for 3 more years. My experience was particularly important during the STEM club titled "European pathways of science knowledge" where I was the spokesperson.

### Go-Lab training and support

Collaboration with the Research & Development Department of Ellinogermaniki Agogi consisted in the creation of Inquiry model of learning and teaching methods that promote the use of new technologies and digital educational activities. Teachers later learned about the possibilities of creating the authoring environment of the Go-Lab platform during a workshop in December 2017. "Big Ideas of Science" was presented to highlight the value of interdisciplinarity in the teaching of Science in conjunction with the use of new technologies.

### Go-Lab in my school

Evangeliki High School of Smyrna is a Model public school and as such highly values innovation. In the year 2015, it won the National Go-Lab competition "Teaching Science Through Inquiry" for the implementation of the ILS "Logistic Growth". After the pilot phase of 2014 and seen the success achieved with the Go-Lab ecosystem ever since, I received full support from my school administration.

### Go-Lab in my classroom

I use Go-Lab as an integral part of my teaching activities such as homework, project work or within school activities (clubs, volunteer activities, etc.). Many Inquiry Learning Spaces published by our school include students contributions: quiz questions, GeoGebra files, experiment tutorials, data, pictures, examples, maps. This is a way to engage students and give them the most active role in developing their skills.

### Go-Lab's influence on students

Go-Lab stimulated students' creativity and galvanized critical and communicative skills. When working in groups: a) they studied the detailed curriculum of science and chose focus fields, and b) decided together on the preparation basing their choices on the application of science to everyday phenomena. Research connections between scientific concepts of cognitive domains had them discover and learn that science teaching consists of a set of scientific concepts that describe the world around us (big ideas of science).

