



This project has been funded with support from the European Commission. This newsletter reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

NEWS

INNOMATH project is launched..... 18 months later...

The INNOMATH project, "Innovative enriching education processes for Mathematically Gifted Students in Europe", is approved and funded by the European Commission under ERASMUS+ KA2 in the field of Strategic Partnerships for school education. The project started on 1st of September 2019 under the coordination of the VHS Institute-Volkshochschule Schrobenehausen EV (Germany based) and a partnership of another 7 organizations, namely the Cyprus Mathematical Society in Cyprus, the Pedagogical University of Krakow in Poland, the Humboldt University of Berlin in Germany, the Immanuel Kant Gymnasium in Germany, the Casa Corpului Didactic Telemoman in Romania, the Heritage Private School in Cyprus and the Claude Bernard University of Lyon 1 in France.



The INNOMATH project intends to develop new methodologies for supporting gifted pupils in mathematics of age 10-18, which can be used inside and outside any school environment.

The field of teaching, learning and support to gifted students is surrounded by a lot of emotions, there is no model of definition on giftedness that researchers has agreed upon. The different models argue if giftedness is innate or if it is developed. Most of the modern models claim that the development part at least is the most important - in relation to why we should do anything at all in education for those students who we can call for example gifted, talented, excellent, or highly able. In addition, many teachers feel uncertain of how to reach their "gifted" students, they are unsure whether their math skills are good enough and they are not familiar with pedagogical methods on how to include the "gifted" in learning. Most articles on gifted education ends up "teachers need more professional development on giftedness".

The project will produce an innovative set of guidelines and tools for teachers enriching their competence for supporting gifted pupils inside and outside the classroom environment.

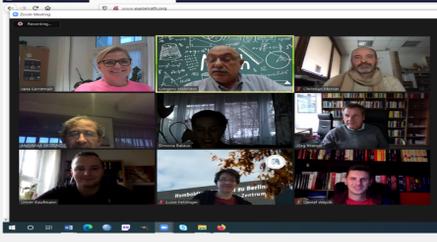
The results of INNOMATH are expected to contribute also to the following school education priorities as described in ERASMUS+ Programme Guide:

1. Supporting teachers in dealing with diversity in the classroom;
2. Supporting teachers in adopting collaborative and innovative practices,
3. Supporting schools to tackle disadvantage and to offer quality education, enabling success for all students, from the LOWEST to the HIGHEST end of the academic spectrum.

To communicate with the project, write to info@innomath.eu

INNOMATH partners Online meetings

Due to the Covid-19 pandemic the INNOMATH partners had to adapt their meetings and work process according to the safety measures taken by all countries. So, the project continues its work between the partners through online communications. The partners had five online meetings discussing their work progress and setting their next goals. At this point we have reached our goals for the first 18 months of the project. Visit the project website to access educational useful content.



Electronic Guidebook of Methods and Tools for teacher facilitators

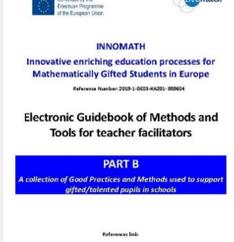
PART A - Definitions and Characteristics

Click [HERE](#) to see Part A



PART B - A collection of Good Practices and Methods used to support gifted/talented pupils in schools

Click [HERE](#) to see Part B



Click [HERE](#) to see more linked material.

Material Supporting Mathematically Gifted Students

Useful material for supporting Mathematically Gifted Students can be found in the project's website. You can also submit your own material to be added in the website.

Click [HERE](#) for more information

INNOMATH Course

The INNOMATH project has developed new methodologies for supporting gifted pupils in mathematics of age 10-18, which can be used inside and outside any school environment.

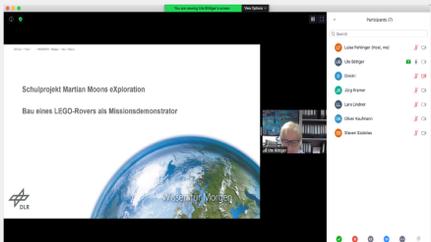
A course will be organized to guide and provide the necessary tools for teachers to enrich their competences for supporting gifted pupils inside and outside the classroom environment. It will also provide support to teachers in dealing with diversity in the classroom, adopting collaborative and innovative practices and support schools to tackle disadvantage and to offer quality education, enabling success for all students, from the LOWEST to the HIGHEST end of the academic spectrum. It will include hands-on development of Learning Plans and more elements that teachers need in order to include the gifted pupils in the development of their Learning.

For more information regarding the course, click [HERE](#)

Click [HERE](#) to become a member of INNOMATH Focus Group

Dissemination by HU Berlin and Immanuel Kant-Gymnasium

The INNOMATH partners from Humboldt University of Berlin in Germany and the Immanuel Kant Gymnasium in Germany, presented the project at a group meeting with interested High School students and Scientists from DLR.



The School project Martian Moons eXploration, is also carried out within the framework of the INNOMATH project, in cooperation with the Math-ematics Didactics Department of the Humboldt University Berlin and is supervised by the DLR Institute for Optical Sensor Systems and the DLR_School_Lab Berlin in Adlershof.

More useful information can be found [HERE](#)

Dissemination by Claude Bernard University of Lyon 1

The INNOMATH partners from Claude Bernard University of Lyon 1 in France, presented the project to Secondary Education teachers at a National APMEP meeting in Lyon.



Dissemination by Cyprus Mathematical Society



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