



EuroLogo 2009 becomes Constructionism 2010

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Dear Members of the Logo and EuroLogo Communities

It is more than a quarter of a century since Logo was launched into widespread use in schools, colleges and homes throughout the world. By the time the Logo and Eurologo conferences were formed, there was a small but solid core of educators and computer scientists who had come to see Logo as more than just a programming language. It symbolised a way of thinking about learning, a metaphor for the ways that human beings come to learn most effectively; building, debugging, sharing in ways that could at last be instantiated thanks to Logo. For those of us who were part of that early movement, we saw Logo as both a radical educational artefact here to stay, and a passing moment, a first step on an upward chain of technical and pedagogical development that would – certainly by now, near the beginning of the third millennium's second decade – be bearing fruit in widespread educational contexts.

Eurologo has indeed matured, and has contributed to this kind of radical shift in learning technologies and pedagogies. In numerous technological instantiations, Logo is either behind the scenes, or has left its intellectual mark. But the fundamental hope of Logo's creators and its later adherents remains largely unfulfilled. It is that the Logo vision could catalyse a transformation – not just of the *ways* that people learn, or of the *methods* by which they are taught – but of *what* it becomes possible to teach and learn. Do we have a clear idea of the new kinds of mathematics and science that it is possible to learn? Have we begun to blur the boundaries between academic and cultural disciplines such as art, music, and mathematics? Have we played our part in engaging disengaged learners, the disadvantaged, socially excluded, by offering new ways to represent complex and challenging ideas?

We can point to some notable successes. But if fundamental change is our goal, there are new kinds of gatherings, new boundaries to be crossed and novel knowledge domains to be invited to share their expertise. It is time for Eurologo to make this shift, and we have symbolised it by changing its name to Constructionism. Constructionism, Seymour Papert's name for a pedagogy based on building and sharing physical, virtual and intellectual structures, points most clearly to the transformation we would like to foster by our new conference.

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