

EUROPEAN COMMISSION

DIRECTORATE-GENERAL
EDUCATION AND CULTURE

SOCRATES PROGRAMME

TRANSNATIONAL COOPERATION PROJECTS PROGRESS REPORT

Selection 2005

Sub-programme	Action	
COMENIUS	2.1	European cooperation projects for the training of school education staff
	3	Comenius Networks
ERASMUS	1	Curriculum Development Projects
	3	Thematic Network Projects
		Thematic Network Projects – Dissemination
GRUNDTVIG	1	European cooperation projects for Adult Education and Lifelong Learning
	4	Grundtvig Networks
LINGUA	1	Promotion of Language Learning
	2	Development of Tools and Materials
MINERVA		Promotion of ODL-ICT in the Field of Education

General instructions

1. Overview

The Progress Report for the project comprises the following parts:

- Section 1** Confirmation of the basic data on the project and the partnership held in the database of the Office.
Section 2 A declaration of the expenditure incurred by the partnership for the performance of the project during the reporting period.
Section 3 A description of the project activities, products and results during the reporting period and schedule for the remaining period.
Receipt Acknowledgement Annex Codes to be used.

2. General guidance

- Only two- and three-year projects shall submit a Progress Report by the deadline specified in the Grant Agreement.
- As stipulated in the Handbook the deadline for the Progress Report cannot be altered.
- In accordance with the Grant Agreement, a second pre-financing payment shall be made to the Beneficiary within 45 days of approval of the Progress Report by the Commission. **However, payment of the second instalment may not be made until at least 70% of the pre-financing payment has been used up. If this is not the case by the set deadline, the Beneficiary shall nevertheless submit its Progress Report in due form.** In this case, the Beneficiary may file a subsequent payment request accompanied by a detailed statement of the eligible costs actually incurred, once 70% of the pre-financing payment has been used up. **On the other hand, the Progress Report cannot be submitted before the deadline, even if this percentage has been reached earlier, unless all the activities detailed in the workplan for the period covered by the Progress Report have been achieved.**
- You should carefully read the *Administrative and Financial Handbook* (annexed to the Grant Agreement; later referred to as the Handbook) before filling in the reporting forms.
- The Progress Report is submitted by the Beneficiary on behalf of all the organisations participating in the project. The declaration on the following page confirms that a process of consultation and approval has been carried out throughout the partnership. It is therefore important that the required information should be collected in good time before the deadline for submission of the Progress Report.
- The Report must be submitted in one of the **official languages** of the European Union (see Annex 1 of this report).
- **One original and two copies of the Report** must be sent no later (as per postmark) than by the deadline specified in the Grant Agreement to:

SOCRATES, LEONARDO and YOUTH Technical Assistance Office (TAO)
Education and Training (E&T) Department
rue Colonel Bourg 139 Kolonel Bourgstraat
B-1140 Bruxelles

- You have to attach to your Report, **one copy of all project products and results** developed (even at a prototype stage) during the reporting period. If you refer to web sites, passwords should be given for all private areas.
- Each page of the Report and copies of products and results have to bear the Grant Agreement number.
- You are strongly advised to send your Reports by registered post to ensure a record of postage. Additionally, you are advised to keep a copy of the full Report, including any annexes.
- **Please note that a late submission of the Report may result in penalties or even cancellation of the Grant Agreement, in accordance with the General Conditions.**

3. Notice

- The approval of the Progress Report by the Commission is without prejudice to the Commission's right to suspend the activities of a project, terminate an agreement or take any other appropriate step should subsequent verifications reveal problems or significant divergences from the work plan, the approved budget or the conditions of the agreement as approved.
- The financial part of the Progress Report is intended to check if 70% of the first pre-financing payment has been used up and to assist the overall monitoring of the project. Therefore, the approval of the Progress Report and payment of the second pre-financing instalment of the grant, in accordance with the terms of the agreement, should under no circumstances be considered as indicating that the Commission has accepted the declared expenditure. Detailed examination of the budget to identify the eligible expenditure and amount of the final grant will be carried out only at the Final Report stage.
- Please note that in case of any major changes to the partnership, work plan or products and results, a formal request of amendment must be submitted (see Handbook, Chapter II).

Checklist and declaration

Checklist	<input checked="" type="checkbox"/>
Please check the following points before submitting your Progress Report	<input checked="" type="checkbox"/>
There are three complete and securely bound copies of the Progress Report.	<input type="checkbox"/>
The Grant Agreement number is specified on each page of your Report and on each attached document, product or result.	<input type="checkbox"/>
The <i>Declaration by the Beneficiary</i> below has been signed and stamped by the legal representative of the Beneficiary. One copy of the Progress Report bears an original signature	<input type="checkbox"/>
Section 1 (Project Data) of the Report has been duly amended or approved.	<input type="checkbox"/>
You have answered all the questions in Section 3.2 of the Report.	<input type="checkbox"/>
You have completed the summary tables in Sections 3.1 and 3.3 of the Report.	<input type="checkbox"/>
One copy of the prototypes / interim versions of the products and results listed in Section 3.3 is included.	<input type="checkbox"/>
Declaration of Expenditure	
All expenditure presented in Section 2 of the Report is eligible (See Chapter III of the Administrative and Financial Handbook).	<input type="checkbox"/>
The expenditure is consistent with the activities undertaken during the reporting period.	<input type="checkbox"/>
All tables have been completed in €. Exchange rates have been calculated following the instructions of the Grant Agreement (Article II.16.1)	<input type="checkbox"/>
The Declaration of Expenditure has been checked by the accounts or finance department of your institution. In particular, the totals of the table 2.2 are equal to the totals shown in the general table (Table 2.1).	<input type="checkbox"/>

Declaration by the Beneficiary

Grant Agreement number:

226373 - CP - 1 - 2005 - 1 - BE – comenius – C21

I, the undersigned, hereby declare that the information contained in this Report is accurate and in accordance with the facts. In particular the financial data provided in this Report corresponds to the expenditure actually incurred by the project partners for the execution of the project activities. This information has been checked and approved by the partners involved in the activities set out in this Report.

(Please tick the appropriate box below)

Case 1: To be used where at least 70% of the first pre-financing instalment paid by the Commission for this project has been used up.

I hereby request the payment of the second pre-financing instalment, in accordance with the terms of the Grant Agreement.

Case 2: To be used where less than 70% of the pre-financing has been used up.

I hereby undertake to file a subsequent payment request accompanied by a detailed statement of the eligible costs actually incurred, once 70% of the pre-financing payment has been used up.

Signed in: _____ on / /

Signature of the Beneficiary's legal representative

Seal/stamp of the organisation

Name and function in capital letters

Section 1: Confirmation of project data

Annexed to this form you will find a print-out showing project and partnership data drawn from the database of the Office (*Contract Report*). Please check this information and confirm that it is correct.

Please take particular care to ensure that:

- all partners actively involved in the project during the eligibility period are accurately described in the print-out
- the names of all institutions and their locations are correctly spelt and appear in the language of the institution's country (rather than translated into another language)

You should indicate any corrections clearly on the *Contract Report* and, if necessary, provide the correct data on a separate sheet. Please note that in cases there are changes in the partnership a formal request of amendment has to be done at least 60 days before the end of the eligibility period (see Handbook, Chapter II).

If applicable, please give website address(es) below, along with any login names and passwords required to access its internal sections.

Website address	www.stipps.info
Login name (if applicable)	
Login password (if applicable)	

Section 2: Declaration of expenditure (in €)

This section sets out the financial information required by the Commission. We advise you to read carefully the **Administrative and Financial Handbook** before filling in this section.

General instructions

- The expenditure should cover the entire reporting period. The expenditure should be coherent with the workplan in Section 3.1.
- All amounts should be provided in euros.
- Please adhere strictly to the format provided in the tables and check carefully the figures provided (reports containing calculation errors will be delayed in the payment process).
- Staff costs and Direct costs need to be reported in detail and these costs must be supported by documentary proof, such as invoices , payslips, etc. Copies of these proofs must be provided, if requested by the Commission.
- Please read carefully Handbook, Chapter II for rules concerning amendments to the budget.

Grant Agreement number: 226373 - CP - 1 - 2005 - 1 - BE – comenius – C21

SECTION 2 – DECLARATION OF EXPENDITURE

Section 3: Description of project activities, products and results

This section describes the activities of the project. It is divided in three sections.

Please remember that the Progress Report covers all the activities and results for the reporting period of the project.

Please ensure that your replies refer to the specific criteria, priorities and educational frameworks relating to the Action and project involved.

SECTION 3 – DESCRIPTION OF PROJECT ACTIVITIES, PRODUCTS & RESULTS

3.1 Summary of activities

Using the original approved Workplan for the project, please describe clearly and briefly by using the two tables below the main activities or workpackages undertaken / to be undertaken in the different project's stages. Please include partnership meetings as distinct activities.

Note: attached to this report, you can find e-mail correspondence with the European Commission concerning changes of the work plan.

Project Activities undertaken during the reporting period.

Stage of the project (start-end dates)	Activities undertaken. Indicate also any major divergence from the original workplan	Lead partner, other partners involved in the activities undertaken	Products and results
<p>Stage 1: Start of the project – theoretical vision and model of scientific thinking for young children (pre) primary – website 01/10/05 – 01/01/06</p>	<p>development of a draft for a global didactical model for scientific thinking in pre primary and primary schools</p> <p>Basic website: www.stipps.info</p> <p>Creation of a local 'feedback group' with local partners out of pre primary and primary schools, industry, technological education institutions, inspection.</p> <p>The draft of the global model for science teaching was proposed to different local partners in the 'feedback groups'</p> <p>Divergence from the original workplan: there will be no discussion forum on the website because:</p> <ul style="list-style-type: none"> - communication between the partners of the project in between the meetings will happen on a regular basis by video conferencing and e-mail. - Exchange of interesting articles, web links , materials, good practices can happen via a weblog linked tot the website 	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh</p> <p>University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack</p> <p>University of Dundee Faculty of Education and Social Work, Scotland A. Thurston</p> <p>Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal</p> <p>University of Malta Department of Primary Education S. Gatt</p> <p>Teacher Training Centre in Lomza, Poland W. Sidor</p>	<p>Draft of a global didactical model for scientific thinking in pre primary and primary schools. (see attachment 11 on cdr.2)</p> <p>Website: www.stipps.info is online</p>

<p>Stage 1: Meeting in Malta 19/12/05 – 21/12/05 (arrival on 18/12, departure on 22/12)</p>	<p>On the agenda: Focus on stage 1</p> <ul style="list-style-type: none"> - Overview of the workplan: questions – expectations - Theoretical vision: exchange of information: every partner reports based on a literature study and own expertise - Didactical model of scientific thinking for young children - Reference list and list of local feedback groups - Dissimination: leaflet, website,... <p>Follow up concerning stage 2</p> <ul style="list-style-type: none"> - Learning line - In service teacher training - Communication in between meetings <p>Financial aspects</p>	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh</p> <p>University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack</p> <p>University of Dundee Faculty of Education and Social Work, Scotland A. Thurston</p> <p>Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal</p> <p>University of Malta Department of Primary Education S. Gatt</p> <p>Teacher Training Centre in Lomza, Poland W. Sidor</p> <p>External evaluator Liverpool Hope University K. Donert</p>	<p>STIPPS CDR nr1:</p> <ul style="list-style-type: none"> - Comenius info for the partners - Logo STIPPS - Partner agreements (templates) - Proposal STIPPS - Report of coordinatormeeing - Preparation sheet 1 <p>STIPPS CDR nr 2: Agenda of the meeting in Malta</p> <p>Report of the meeting in Malta with attachments</p> <ul style="list-style-type: none"> - Attachment 1: welcome (ppt) - Attachment 2: workplan - Attachment 3-8: state of art of the different partners in the project - Attachment 9: contribution from evaluator - Attachment 10: methodology of the working session (finding a global model..) - Attachment 11: a draft for a global didactical model concerning scientific thinking - Attachment 12: planning of the day - Attachment 13: list of references of articles - Attachment 14: state of art of scientific thinking partners - Attachment 15: proposal for website by W. Sidor - Attachment 16: template for learning line as used in Flemish curricula - Attachment 17: example of learning line concerning cognitive functions - Attachment 18: preparation sheet 2 - Attachment 19: update appendices for partners and external evaluator - Attachment 20: financial aspects - Attachment 21: update partner agreements - Attachment 22: evaluation of the meeting
<p>Stage 2</p> <p>Final agreement on global model / describing and argumentation of the global model</p> <p>01/01/06 - 01/06/06</p>	<p>In the original workplan: Learning line form pre primary up to primary schools</p> <p>Divergence from the original workplan:</p> <p>Based upon the theoretical vision and</p>	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh</p> <p>University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack</p>	<p>Report of video conference 1: 20/01/06 Report of video conference 2: 24/02/06 Report of video conference 3: 27/03/06 Report of global feedback groups in each partner institution (see attachment 2, cdr nr 3)</p> <p>Final global didactical model for scientific thinking in (pre)primary school settings (“temple”</p>

	<p>global model of stage 1 and taking into account the advice of the feedback groups, the partners each will work on the explanation / argumentation / justification of the global model during the project.</p> <p>The different aspects of the agreed global model during stage 1 are divided among the different partners conform their know how about these specific aspects.</p> <p>The model is worked out in different levels during the next stages of the project, so that it can be used as a work package for teachers. Level 1: The global model with all his aspects visualised as a scheme Level 2: a scheme for each aspect Level 3: a full text version which explains the aspect Level 4: a learning line for each aspect Level 5: videoclips and/or textmaterials of examples of good practise that focuses on each aspect within the model</p> <p>Level 1-2 of the global model : finished by the end of stage 2.</p>	<p>University of Dundee Faculty of Education and Social Work, Scotland A. Thurston Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal University of Malta Department of Primary Education S. Gatt Teacher Training Centre in Lomza, Poland W. Sidor External evaluator Liverpool Hope University K. Donert</p>	<p>model) (see attachment 5, cdr nr 3)</p> <p>Drafts for the 2nd and 3rd level of the different pillars of the model. (see attachment 5-8, cdr nr 3)</p> <p>Working on first article: 'the effect of peer learning in learning science' Working on second article 'a didactical model and method for learning science in (pre)primary school settings' (see map stage 3 on cdr nr 3)</p> <p>Learning line based on cognitive skills we want to reach with STIPPS (see attachment 16, cdr nr 3)</p> <p>Dissemination: - Leaflet ready to be printed (see attachment 4 cdr nr 3) - Dissemination of the project in magazines, during congresses, meetings, workshops,...(see map stage 3 on cdr nr 3) - STIPPS project mentioned on www.xplora.org</p>
<p>Stage 2: Meeting in Belgium 11/05/06 – 13/05/06 (arrival on 10/05, departure on 14/05)</p>	<p>On the agenda:</p> <ul style="list-style-type: none"> - Final discussion of the global "temple" model - Results from local feedback groups concerning global model - Creating a learning line from pre primary up to primary school: agreeing on a way to present it. - Planning of video conferences to work on the global model and its different pillars - Financial and administrative aspects (website, publications, dissemination) 	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack University of Dundee Faculty of Education and Social Work, Scotland A. Thurston Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal University of Malta</p>	<p>STIPPS CDR nr 3: Agenda of the meeting in Belgium</p> <p>Report of the meeting in Belgium with attachments</p> <ul style="list-style-type: none"> - Attachment 1: approved report of STIPPS meeting in Malta - Attachment 2: approval of the reports of the different video conferences - Attachment 3: approval of preparation sheet 3 - Attachment 4: the leaflet - Attachment 5: didactical "temple" model - Attachment 6: didactical "atomium" model - Attachment 7: didactical "spiderweb" model - Attachment 8: didactical "pathway" model - Attachment 9: effective classroom

		<p>Department of Primary Education M. Teuma Teacher Training Centre in Lomza, Poland W. Sidor</p>	<p>organisation</p> <ul style="list-style-type: none"> - Attachment 10: effective communication skills - Attachment 11: lesson is at the right level - Attachment 12: learning is active and scaffolded - Attachment 13: effective peer learning - Attachment 14: good social skills - Attachment 15: teacher helps build understanding - Attachment 16: STIPPS learning line - Attachment 17: working scheme: from model to curriculum) - Attachment 18: ppt 'financial and administrative aspects' - Attachment 19: financial and administrative overview (state of art: 09/05/06) - Attachment 20: preparation sheet 4 - Attachment 21: reports of local feedback groups
<p>Stage 3 Collection and creation of pedagogical materials and work packages for (pre) primary schools conform the learning line</p>	<p>In the original work plan: Creating pedagogical materials and work packages (tools/tips for teachers, manuals and preparations) conform the model and the learning line for scientific thinking for all levels of pre primary and primary schools</p> <p>University of Education Karlsruhe, Germany will coordinate the making of an interactive CD/DVD with work packages</p> <p>Divergence from the original work plan:</p> <p>Level 3 and 4 of the global model will be worked out during this stage/ Level 3: a full text version which explains the aspect Level 4: the different partners will each work out a learning line for an aspect of the model</p> <p>Graphic & web designer is cooperating for presenting the model</p>	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack University of Dundee Faculty of Education and Social Work, Scotland A. Thurston Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal University of Malta Department of Primary Education S. Gatt M. Teuma Teacher Training Centre in Lomza, Poland W. Sidor External evaluator Liverpool Hope University K. Donert</p>	<p>On STIPPS CDR nr 3 (see map: stage 3) you can find:</p> <p>Reports of video conferences: (STIPPS CDR nr 3: see map: stage 3)</p> <ul style="list-style-type: none"> • Report of video conference 4: 23/07/06 (teacher helps build understanding) • Report of video conference 5: 25/08/06 (teacher helps build understanding + good social skills) • Report of video conference 6: 26/09/06 (effective classroom organisation) • Report of video conference 7: 27/10/06 (learning is active and scaffolded) • Report of video conference 8: 24/11/06 (effective communication skills) • Report of video conference 9: 15/12/06 (effective peer learning and lesson is at the right level) • Preparation sheet nr.5 <p>State of Art of the didactical model and learning line (STIPPS CDR nr 3: see map: stage 3)</p> <ul style="list-style-type: none"> • Drafts of level 1 - 4 of each pillar of the

	<p>and its pillars in flash (in order to use on interactive DVD and website)</p>		<p>didactical model</p> <ul style="list-style-type: none"> • STIPPS learning line <p>STIPPS articles (STIPPS CDR nr 3: see map: stage 3)</p> <ul style="list-style-type: none"> • ‘the effect of peer learning in learning science’: = first article finished and submitted to electronic journal of research in educational psychology, university of almeria, spain • Draft of article ‘a didactical model and method for scientific thinking in (pre)primary school settings’ <p>STIPPS dissemination (STIPPS CDR nr 3: see map: stage 3)</p> <p>Leaflet, and other examples of documents that were used for dissemination: in magazines, during congresses, meetings, workshops, ...</p>
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Project Activities to be undertaken during the rest of the project duration.

Stage of the project (start-end dates)	Activities to be undertaken. Indicate also any foreseen major divergence from the original workplan	Lead partner, other partners to be involved in the activities undertaken	Foreseen products and results
<p>Stage 4: Meeting in Scotland 24/01/07 – 26/01/07 (arrival on 23/01, departure on 27/01)</p>	<p>On the agenda:</p> <ul style="list-style-type: none"> - The model and its pillars: focus on finalisation of the different levels of each pillar: 1-4 (same format for each pillar!!) - Level 5: where to add videoclips and/or textmaterials of examples of good practise that focuses on each aspect within the model (=tools/tips for teachers, manuals and preparations) <ul style="list-style-type: none"> o Website and DVD: presenting our model and its pillars in Flash. What will be the structure? o Publication via handbook: <ul style="list-style-type: none"> - structure - global model + level 1-4 o draft for text/article: ‘a didactical model and method for learning science in (pre)primary school settings’ o copyright o Dissemination plan (When? Try out? How? Where?) o Budget 	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack University of Dundee Faculty of Education and Social Work, Scotland A. Thurston Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal University of Malta Department of Primary Education S. Gatt Teacher Training Centre in Lomza, Poland W. Sidor External evaluator Liverpool Hope University K. Donert</p>	<p>STIPPS CDR nr 4:</p> <p>Agenda, report of the meeting in Scotland with attachments</p>
<p>Stage 4</p> <p>Testing and evaluation of the pedagogical materials and workpackages by the local feedback groups – publishing on website and articles</p> <p>(01/01/2007- 15/03/2007)</p>	<p>Testing of the global model and its aspects by students of the different partner institutions and teachers of the different countries.</p> <p>The global model with its 4 levels will be published on the website and at least one article in a pedagogical magazine in each partner country will be published.</p> <p>Level 5: working on the videoclips</p>	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack University of Dundee Faculty of Education and Social Work, Scotland A. Thurston</p>	<p>Finalisation and publication of the article ‘the effect of peer learning in learning science’</p> <p>Finalisation of pillar 1-4 of the didactical model: putting all texts in the same format in order to publish them in a book Publication on website of model with pillars (level 1-4)</p> <p>Text with results of the testing of the global model (will be integrated in handbook)</p>

	<p>and/or textmaterials of examples of good practise that focuses on each aspect within the model = work packages (tools/tips for teachers, manuals and preparations)</p> <p>University of Education Karlsruhe, Germany will coordinate the making of an interactive CD/DVD with work packages</p>	<p>Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal</p> <p>University of Malta Department of Primary Education S. Gatt</p> <p>Teacher Training Centre in Lomza, Poland W. Sidor</p> <p>External evaluator Liverpool Hope University K. Donert</p>	<p>Working on video materials (level 5) for each pillar of the global model</p> <p>Follow up of handbook – DVD - website</p>
<p>Stage 5</p> <p>Promotion campaign</p> <p>(15/03/2007 – 30/09/2007)</p>	<p>During this stage we will finalize the testing and evaluation of the global model and materials that are developed for pre primary and primary schools.</p> <p>The work packages and the model created during the project will be proposed during lessons, local workshops organized by the partners (see stage 6). To promote these workshops, there will be a dispersal of flyers/folders, promotion in the media and on our website.</p>	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh</p> <p>University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack</p> <p>University of Dundee Faculty of Education and Social Work, Scotland A. Thurston</p> <p>Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal</p> <p>University of Malta Department of Primary Education S. Gatt</p> <p>Teacher Training Centre in Lomza, Poland W. Sidor</p> <p>External evaluator Liverpool Hope University K. Donert</p>	<p>Report of local feedback groups concerning work packages</p> <p>Report of lessons, workshops concerning didactical model organized by the different partners</p> <p>All documents/posters and contacts concerning promotion of the STIPPS project are collected</p> <p>Finalisation of the video materials for each pillar of the global model</p> <p>Finalisation of second STIPPS article concerning model and method</p>

<p>Working session in Poland October 2007</p>	<p>On the agenda:</p> <ul style="list-style-type: none"> - Discussing results of lessons, local workshops concerning STIPPS model - Follow up handbook – DVD – website - the issue of Science thinking for citizenship and life-long learning. - Preparing and organizing local and international workshops 	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh</p> <p>University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack</p> <p>University of Dundee Faculty of Education and Social Work, Scotland A. Thurston</p> <p>Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal</p> <p>University of Malta Department of Primary Education S. Gatt</p> <p>Teacher Training Centre in Lomza, Poland W. Sidor</p>	<p>STIPPS CDR nr 5: Agenda of the meeting in Poland</p> <p>Report of the meeting in Poland with attachments</p>
<p>Stage 6</p> <p>dissemination of the learning line and good practises, didactic materials and work packages by organising workshops and courses</p> <p>(30/09/2007 – 01/07/2008)</p>	<p>Preparing and organizing workshops concerning the global model and its learning lines of scientific thinking, didactic materials and good practises for teacher trainers and students of teacher training in the different partner institutions.</p> <p>Discuss and promote the issue of Science thinking for citizenship and life-long learning.</p> <p>Further collection of good practises as illustration of global didactical model</p>	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh</p> <p>University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack</p> <p>University of Dundee Faculty of Education and Social Work, Scotland A. Thurston</p> <p>Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal</p> <p>University of Malta Department of Primary Education S. Gatt</p> <p>Teacher Training Centre in Lomza, Poland W. Sidor</p> <p>External evaluator Liverpool Hope University K. Donert</p>	<p>Finalisation of handbook and interactive DVD – website – good practises</p> <p>Finalisations of course materials</p> <p>Workshops in the partner institutions: 01/01/08 – 01/07/08</p>

<p>Working session in Germany September 2008</p>	<p>Working on final evaluation rapport Planning com 2.2c (?) course</p>	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium Department Teacher training K. Van De Keere N. Mestdagh University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack University of Dundee Faculty of Education and Social Work, Scotland A. Thurston Inspection Académique de Meurthe et Moselle, France Academic inspection, teacher training department J. Marchal University of Malta Department of Primary Education S. Gatt Teacher Training Centre in Lomza, Poland W. Sidor External evaluator Liverpool Hope University K. Donert</p>	<p>STIPPS CDR nr 6: Agenda of the meeting in Germany Report of the meeting in Germany with attachments</p>
<p>Stage 7 General evaluation and follow up (01/07/2008 – 01/10/2008)</p>	<p>Evaluation of the work shops/courses and general evaluation of the project and possibilities for a follow up of the project Final evaluation rapport based upon the evaluation of the feedback groups and the written remarks by each dissemination workshop in the different countries.</p>	<p>Katholieke Hogeschool Zuid-West-Vlaanderen, Belgium K. Van De Keere N. Mestdagh University of Education Karlsruhe, Germany Department of Science Education in primary school D. Schmeinck W. Kosack University of Dundee Faculty of Education and Social Work, Scotland A. Thurston Inspection Académique de Meurthe et Moselle, France J. Marchal University of Malta S. Gatt Teacher Training Centre in Lomza, Poland W. Sidor External evaluator : Liverpool Hope University K. Donert</p>	<p>Final evaluation rapport Final STIPPS cdr 7 Final course materials for com 2.2c with handbook – DVD – website – good practises - articles</p>

Grant Agreement number:	226373 - CP - 1 - 2005 - 1 - BE – comenius – C21
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3.2 Overall description of the project (maximum 3 pages)

Organisational aspects

PDCA circle

From the beginning of the project we have to bear in mind that project management is a process of continuous planning and revision. It is important not getting lost in the structure of the work plan in the proposal. The work plan can change throughout the project, however we want to stick to the dates set out for each stage of the project. So in the project the organisational and management approach will be according to the PDCA circle:

The aims/outcomes → plan → do → check → adjust → plan → ...

In the STIPPS application form there was a major focus on content **planning**. We agreed among the partners on project aims, outcomes and products, quality indicators, evaluation strategies and finances, which resulted in a 'rough' work plan.

Once the project was approved by the European Commission, all partners immediately started with stage 1 of our work plan, as defined in the STIPPS application.

During the meetings there has been a focus on '**planning**' and '**checking**' according to the work plan. Eventually we agree on **adjustments** in the work plan if needed.

During the video conferences in between meetings there is a big focus on '**check**'

In between the meetings there is a big focus on '**do**' and '**adjust**'

The role of coordinator and project partners:

Different aspects of the project work is shared according to the expertise and interests of the project partners: The coordinators beard in mind, from the start of the project, to include all project partners in the decision process of content. Some explicit roles for creation of website (PL), organizing video conference (UK), making interactive DVD/CD (DE), evaluating the project (UK as external evaluator and local feedback groups of all partners). All partners are involved in and responsible for the creation of the didactical model.

The coordinating partner (BE) coordinates the strands of action within the project (making preparation sheets and reports) and unites the different parts made by working groups or individual partners.

The financial and administrative planning is followed up by the coordinators (BE). Coordinators choose for an open management concerning financial and administrative aspects, taking into account the expectations and cultural aspects of each partner.

The External evaluator (UK) plays a guiding role in formative project development.

Cooperation between partners

There have been 2 project team meetings to work on project developments and 9 virtual meetings to report on interim progress:

The kick-off meeting in Malta (19/12/05-21/12/05) was a key meeting in the lifetime of the project:

Based upon a literature study we wanted to create a 'starting point' for a didactical model for scientific thinking in (pre) primary school settings. Once we all could agree on this global model, it would be easier to set out a more detailed planning for the further organisation of the project.

Focusing on the human interaction and team building was a milestone in the project, because here we discovered a shared motive to work in the project.: creating a project culture of shared values and rules. (CDr nr.1 and CDr nr.2 are the results of this kick off meeting)

During stage 2 (01/01/06-01/06/06) we had **video conferences** where we had further discussions on this global model in order to come to a definitive model for the project.

During the **meeting in Belgium** (11/05/06-13/05/06) the focus was upon:

- 'check': final evaluation/check of global didactical model and global learning line and
- writing article on 'peer learning in science teaching' (fundamental block in the STIPPS didactical model)
- further planning: organisation of work packages and defining roles

During stage 3 there were **video conferences** in which we discussed the article on 'peer learning' and checked the different levels of each pillar prepared and worked out by the partners (CDr nr.3 is the result of stage 2, the meeting in Belgium and stage 3: in fact this is the state of art of the project at this moment).

Methodology, tools and technology used / to be used

The methodology, educational and teaching approaches used by the team is based upon:

1. establishing a culture of direct communication within the European team

1. face to face meetings such as project meetings

2. video conferences (one videoconference each month in between the face to face meetings). these conferences help to intensify the transnational team to work on specific tasks in between the face to face meetings (working out parts of the didactical STIPPS model)
3. e-mails for exchanging information at a distance and for regular communication between partners

2. including all team members in the decision process

During meetings we use methodologies where everyone is involved in the process. e.g. the creation of the didactical model was created by using following educational approach during the meetings :

- o Choose your own 'building bricks' (individual)
- o Compromise (group)
- o Build 'a scientific thinking wall' (duo)
- o Share construction of 'walls'
- o Compromise (group)

3. Defining roles

The aspect of defining roles is agreed by all the project members working together;

During the face to face meetings every partner had the opportunity to present his/her expertise, and how it could be used in the project. Based on this, the roles were further defined. The project members each have full responsibility of a part of the model (each working out a pillar), the produced materials are then discussed during video conferences and further finalised during face to face meetings. So all these materials produced by the different partners will be incorporated into the final product..

In between the meetings partners are cooperating transnational in small groups on well defined and agreed parts of the project (eg. levels of the different pillars of the didactical model). A compromise between the whole group is taking place during the video conferences

The coordinating partner coordinates the strands of action within the project (making preparation sheets and reports) and unites the different parts made by the partners at the end. The financial and administrative planning is followed up by the coordinators.

The External evaluator plays a guiding role in formative project development.

4. Reporting system

The reporting system is a task carried out by the coordinators. It is a tool for running and monitoring the project.

- o An agenda and report is made from every meeting (face to face, video conferencing)
- o a preparation sheet serves as a to do list and is mailed to every partner. This document keeps every partner up to date on the present status of the project, the work already done and the work to be done and the allocation of the tasks
- o after every meeting, a CDR. is produced that contains all the reports and attachments needed to run the project.

5. Forming national feedbackgroups

In all the partner countries regional feedback groups were formed. These feedback groups contain people of (pre)primary schools, inspection, research institutes, teacher trainers.

This local group is following the project and gives feedback on the project during regular meetings.

They make the link between the scientific thinking model and the working floor clear.

6. Outcomes for target groups

Our target groups are:

- Pre Primary and Primary school teachers, lecturers and students of European teacher training institutions
They will have a proven idea of the true advantages and possibilities of the pedagogical use of the scientific thinking model and experiments based upon this model. They will acquire new competencies and be aware of its importance, so they can disseminate these competencies themselves to create a network of teachers and future teachers interested on this subject.
- Research institutes, local communities and industry (local feedback groups of the project)
An enlarged involvement of research institutes and industries is necessary in order to get their feedback on educational and special competencies needs. They will make the link between the scientific thinking model and the organisation (e.g. PDCA and other problem solving methods) clear.

With STIPPS we are creating guidelines, teaching materials, tools for teacher in order to stimulate scientific thinking with (pre) primary children: the STIPPS didactical 'scientific thinking' model, wants to focus on an effective approach for teaching sciences. Lessons in science are still too often lecturer-driven; the teacher passes on knowledge rather than helps the children to gain knowledge themselves. Tasks for pupils are often little open in terms of definition of the problem, method of solving or solution. As such they leave pupils little room for freedom of acting or thinking or cooperation between peers.

In other words a new didactic approach is necessary. This new didactical approach we are working on in the project is characterised by a more research-driven approach, whereby the pupils themselves help to define the problem, choose ways of solving the problem and evaluate the solutions. The didactic approach we propose is one that is based upon the cognitive and social constructionism. It focuses on what pupils can do with science and not so much on what they know about science. Learning them how to work together and how to solve problems are part of this approach.

Critical observation, formulating hypotheses, deduction and argumentation are stimulated in the scientific thinking model we created. A learning line for the didactical model will help teachers to implement the methodology and didactics at different age levels.

Together with the didactical model goes learning materials and good practises that are conceived in using systematically the postulated scientific thinking method. These materials are examples that stimulate teachers to make their own lessons in order

to implement this scientific thinking for children. This will contribute to development of science literacy with the children. These materials and lessons based upon the STIPPS scientific thinking model are tested by students of the teacher training institutes and teachers of partner kindergarten and primary schools in different countries.

Open and distance learning:

At this moment the website contains some basic information on the project. We didn't add too much of our work so far, because we first want to publish the articles. But there will be an interactive module (in flash) on the website that describes the scientific thinking model and will give examples how to implement in (pre) primary education. All visitors such as other teacher training institutions or universities, but also teachers of (pre) primary schools can increase their knowledge into the scientific thinking process by visiting the website. On the other hand it will also be possible to contact us for further discussion and feedback, to share their ideas, to share good practises, exchange of experience.

After agreeing on a format, during the Scotland meeting in January, the interactive module will be constructed under guidance of the Polish and German partner. Basically the module will start from the STIPPS didactical model (level 1), where one can open each pillar of the module. When opening a pillar, one can see the scheme of the pillar (level 2), and attached in *pdf the text that explains the scheme (level 3). When clicking further to level 4, one can see the learning line of the pillar. In the learning line there will be links to videoclips, lesson materials and good practises.

Tools and technology:

ePop is used for video conferencing and document sharing.
More concrete explanation one can find **on cdr3, in 'stage3'**.

Products and results, their dissemination

- **A description of the project products.** see section 3.3 of the Report.
- **Intellectual property rights, copyrights.** This needs to be dealt with, and will happen during the Scotland meeting (24/01-26/01/07)
- **Commercialisation:** at this moment, not planned.
- **Dissemination:** an overall description of the dissemination strategy, target groups and provide an estimate of the number of people and institutions to be reached: **see table below**

N°	Title of the outcome as described in the original work plan	Dissemination
1	Reference list + chosen model + justification of the model (min. 2p.)	is a part of the handbook we will use during workshops (see outcome n°2)
2	Document/handbook in which the didactical model for learning science is explained in 5 levels Level 1: The global model with all his aspects visualised as a scheme Level 2: a scheme for each aspect Level 3: a full text version which explains the aspect Level 4: a learning line for each aspect Level 5: video clips and/or text materials of examples of good practise that focuses on each aspect within the model	The handbook will be used during the workshops (see nr. 7) The didactical model within this handbook, will also be on the website (see nr. 4)
3	Each partner institution will publish at least one article in a regional pedagogical magazine	Article 1: 'the effect of peer learning in learning science' Article 2: a didactical model and method for learning science in (pre)primary school settings' Both articles will be submitted to international magazines and both articles will be linked to the STIPPS website (after publication in magazines) The articles can be translated in the language of the partner institutions and published in local magazines. Article 1 is submitted in the first instance to electronic journal of research in educational psychology (university of Almeria, Spain)

4	STIPPS website (www.stipps.info) and flyer	The website will offer an insight into the work of the participating European countries throughout the running of the project for all visitors such as other teacher training institutions or universities, but also to teachers of (pre) primary schools who want to increase their knowledge into the scientific thinking process. During the first stages of the project the website will only give information about the goals of the project and contact details of the different partners. During stage 4 the website will be a major issue because the didactical model will be presented as an interactive tool of the STIPPS project The leaflets of the STIPPS project are disseminated by the partners of the project during congresses, to National Agencies, international services of universities, during workshops.
5	Interactive CD/DVD with didactical materials – good practices – tips for teachers	There will be an interactive DVD production with publication of the scientific thinking model and its pillars, together with video fragments and text materials (lesson plans, good practises) that shows how one can use the model in a class context in (pre) primary school settings.
6	Work packages for teachers	This will be the handbook – DVD – good practises: and will be used during workshops All teachers that cooperated in this project will disseminate the results and good practises in their own institutions, in local work groups, in informal contacts,...
7	Workshops / lessons / implementation in curriculum	Workshops in the partner institutions: 01/01/08 – 01/07/08. The partners of the project will be responsible for coordinating these courses or workshops in their country. The courses and/or workshops will be attended by teachers and students for (pre) primary schools and lecturers of teacher training institutions. The project and workshop participants will be able to serve as pattern makers in their schools and communities in the subject of implementing the scientific thinking model in science teaching.

the project was widely disseminated **at international conferences (through the leaflets)**

- European ESRI Education conference (Athens 2006, Nov 6-8)
- SEAGA conference (Singapore) 2006, Nov 24-27 - South East Asian Geography Association
- Teaching for Learning conference (Hong Kong) 2006, Dec 2-3
- UK Socrates National Agency conference, Birmingham UK, 2006, Dec 12
- GRUNDTVIG-seminar in Odense (Denemarken) (2006, Oct.14 - 20).
- Online Educa Berlin. www.online-educa.com (2006, Nov. 29 – Dec.1).
- Europäische projectarbeit und lehrerfortbildung: Produkt market for Com. 2.1 and Lingua 2 projects (2006, May 21-24, see also on cdr3, stage3)

Mailing and personal contact with ARION-partners in CEP (Jerez de La Frontera, Spain). Coordinator: Carmen Sotellino. Teacher Training department. Participants of 13 different countries.
Mailing and personal contact with partner from Cyprus (The Cyprus Pedagogical Institute). Contact: Elena Hadjidakou

On cdr3, stage 3, one can find documents and presentations that were used to disseminate the STIPPS project: eg; during works hops for teachers and students, on conferences, on meetings with inspection, meetings with feedback groups, contact with Natonal Agencies,...

the project was also published in **local databases and websites** (eg: www.wetenschapsinformatienetwerk.be, www.wetenschappelijkenken.be, www.stipps.info, stipps.blogspot.com, www.xplora.org)

Transversal issues

- Where applicable, please specify how the project will contribute to:
(Please tick the appropriate boxes)

- Equality between women and men
- Integration of disabled people
- Fight against racism and xenophobia
- Promotion of economic and social cohesion
- X ICT in education – the eLearning Action Plan
- Language teaching and learning
- Preparing the enlargement of the Union
- X Sustainable development
- Stability and security
- X The future challenges to education and training systems
- X Lifelong learning

Evaluation

The Interim evaluation is done by the external evaluator of the STIPPS project. The full interim evaluation report is **on cdr3, in 'stage3'**. The conclusion of this report is added below:

The STIPPS project addresses very important aspects of Science education. There are many misconceptions about the way that learning takes place in the Science classroom. The team are successfully starting to unravel some of these and to look at transforming traditional pedagogical approaches to encourage children to establish a better understanding in their studies. The first part of the project has successfully negotiated the development of a learning model. Experimentation, evaluation, implementation and dissemination should now follow. This has been a very exciting and encouraging start. A really good relationship between partners has rapidly developed. All the Partners are responsible and reliable and to quote a reflective comment made by one of the partners, "The project is working well. It should be capable of making a valuable contribution to learning in science".

3.3 Products and results

In this part you are required to present an overview of the products and results of your project. Depending on the Socrates Action concerned and the type of project involved, this may include conferences, training modules, materials, publications, courses, course books, CD-ROMs, guidelines, reports and studies.

Please list in the summary table below all foreseen products and results of the project. Please indicate the degree of finalisation of the product (100% - finalised; 0% - not yet started).

You have to attach to your Progress Report **one copy of the prototypes / interim versions of the products and results** (book, CD-ROMs, conference programme, etc.).

See STIPPS cdr's 1-3; they contain all documents

Grant Agreement number: 226373 - CP - 1 - 2005 - 1 - BE – comenius – C21

Summary table of materials, products, publications, modules, courses, conferences, reports, studies and other concrete outcomes of the project.

Please use the appropriate codes as listed in Annex 2.

N°	Type of outcome (A codes)	Title of the outcome	% of realisation	Comments
1	A3	Reference list + chosen model + justification of the model (min. 2p.)	100%	See attachment 13 on STIPPS cdr nr.2 See draft of article a didactical model for learning science: cdr nr. 3, stage3
2	A4	Document/handbook in which the didactical model for learning science is explained in 5 levels Level 1: The global model with all his aspects visualised as a scheme Level 2: a scheme for each aspect Level 3: a full text version which explains the aspect Level 4: a learning line for each aspect Level 5: videoclips and/or textmaterials of examples of good practise that focuses on each aspect within the model	60%	In proposal it is mentioned as a learning line from pre primary up to primary school, but as the project progresses and the global model was created we wanted to focus on each aspect of the model in 5 levels; one of these levels is a learning line (level 4). Because this is a much bigger goal than original planned it will be finished during stage 4. The document will be finished during stage 4 (01/01/2007- 15/03/2007) Finalisation of handbook during stage 6 (30/09/2007 – 01/07/2008) See attachments 9-16 on STIPPS cdr nr. 3
3	A2	Each partner institution will publish at least one article in a regional pedagogical magazine	Article 1: 100% Article 2: 50%	Finalisation of first article by the end of stage 3 (01/01/07): 'the effect of peer learning in learning science' Finalisation of second article concerning STIPPS global model during stage 5 (15/03/2007 – 30/09/2007)
4	A11	STIPPS website (www.stipps.info) and Flyer	Website: 20% Flyer: 100%	Once the model and its pillars is finished it will be integrated into the website by using flash (interactive) Discussions between the meetings is happening through video conference instead of a discussion forum
5	A4	Interactive CD/DVD with didactical materials – good practices – tips for teachers	30%%	Will be finished during stage 6: (30/09/2007 – 01/07/2008). It will be an interactive tool starting from the global model with its pillars and schemes/examples/video clips to illustrate each pillar
6	A5	Work packages for teachers		This will be the handbook – DVD – good practises: Will be finished during stage 6 (30/09/2007)

7	A1	Workshops / lessons / implementation in curriculum	Workshops in the partner institutions: 01/01/07 – 01/06/08
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Annexes - Codes to be used in the Report

Annex 1. Country and language codes

Code	Country	Code	Country	Code	Language	Code	Language
BE	Belgium	IS	Iceland	DA	Danish	IS	<i>Icelandic</i>
DK	Denmark	LI	Liechtenstein	DE	German	NO	<i>Norwegian</i>
DE	Germany	NO	Norway	EL	Greek	BG	<i>Bulgarian</i>
GR	Greece	BG	Bulgaria	EN	English	CZ	<i>Czech</i>
ES	Spain	CZ	Czech Republic	ES	Spanish	EE	<i>Estonian</i>
FR	France	EE	Estonia	FI	Finnish	LV	<i>Latvian</i>
IE	Ireland	CY	Cyprus	FR	French	LT	<i>Lithuanian</i>
IT	Italy	LV	Latvia	IT	Italian	HU	<i>Hungarian</i>
LU	Luxembourg	LT	Lithuania	NL	Dutch	MT	<i>Maltese</i>
NL	Netherlands	HU	Hungary	PO	Portuguese	PL	<i>Polish</i>
AT	Austria	MT	Malta	SE	Swedish	RO	<i>Romanian</i>
PT	Portugal	PL	Poland	GA	<i>Irish</i>	SI	<i>Slovene</i>
FI	Finland	RO	Romania	LE	<i>Letzeburgesch</i>	SK	<i>Slovak</i>
SE	Sweden	SI	Slovenia			TR	<i>Turkish</i>
UK	United Kingdom	SK	Slovak Republic				
		TR	Turkey				

The Progress Report may not be submitted in languages marked in italics

Annex 2. Codes for products and results

Code	Type of product
A1	Course / module
A2	Report
A3	Study
A4	Learning materials
A5	Teaching materials
A6	Curricula
A7	Certification system
A8	Database / directory
A9	Network
A10	Guidelines
A11	WWW page
A12	Other (specify)