



Second meeting BELGIUM
Wednesday 10th of May – Saturday 13th of May 2006

Wednesday evening 10th of May : Informal welcome dinner

19.00	<p>Meeting at the reception of the hotel http://www.monasterium.be From the airport of Brussels International, you can take a train to Ghent (Station: Ghent Sint-Pieters). Here you can take a taxi to the hotel: Oude Houtlei 56 9000 Ghent Tel. +32 9 269 22 10 Fax. +32 9 269 22 30 Email: info@monasterium.be</p>
-------	---

Thursday 11th of May : Finishing the global model (*working session*)

Present:
 Daniela Schmeinck, Walter Kosack, Allen Thurston, Wojciech Sidor, Jacques Marchal, Miriam Teuma (a.i. Suzanne Gatt), Nele Mestdagh, Kristof Van De Keere

Apologized:
 Suzanne Gatt, Karl Donert

9.00	<ul style="list-style-type: none"> • <i>Welcome and Hallos</i>
Coffee or tea (10.30)	<p>A special welcome to Walter Kosack and Miriam Teuma who join us for the first time in this STIPPS project</p> <ul style="list-style-type: none"> • <i>Approval of the report of the 1st STIPPS meeting in Malta</i> <p>Dissemination: STIPPS project is mentioned on www.xplora.org (EU projects, science education projects)</p> <p>Website is operational (www.stipps.info)</p> <p>attachment 1: approved report of the 1st STIPPS meeting</p> <ul style="list-style-type: none"> • <i>Approval of the reports of the different video conferences.</i> <p>We had 3 video conferences, but because we were still working on the model, we didn't talk about the (dis)functionality of the proposed learning line by the coordinators.</p> <p>We agree video conferences is a good way of communicating in between the meetings, but we have to make sure that technical problems don't delay the meetings. It's not time efficient to talk over the meeting because of technical problems. We must be sure that no one is excluded of the conversations. We agree partners should test their equipment with Allen BEFORE the next meeting takes place.</p> <ul style="list-style-type: none"> - France: OK (from home) - Poland: OK

- Malta: Do the testing with Allen. Miriam will pass through our concerns to Suzanne. Kristof will write an e-mail and Allen will try to agree on a date with Suzanne to run a test.
- Scotland: OK
- Germany: OK
- Belgium: OK (from institute)

attachment 2: approval of the reports of the different video conferences

- *cfr. preparation sheet 3: State of Art concerning the 2nd and 3rd level of each pillar of the global model*

attachment 3: approval of preparation sheet 3

1. Feedback groups

to do!!!!

We need a list of members of the feedback groups and a report of the meeting with the local feedback group from every partner.

- Scotland: OK (report)
- France: OK (report)
- Belgium: OK (report)
- Poland: OK (powerpoint presentation)
- Germany: to do
- Malta: to do

2. The leaflet

Attachment 4: the leaflet

The draft of the leaflet is checked by Daniela, Jacques and Allen on language. Prices are checked by Wojciech and Kristof.

The leaflet will be printed in 1200 copies in Poland. Wojciech will do the follow up of this.

We suggested that the printer can send them to Belgium to the following address:

KATHO Tielt

Nele Mestdagh / Kristof Van De Keere

Beernegemstraat 10

8700 Tielt

Belgium

If the printer can agree, it would be good that the invoice can be send also to the coordinators, so that it can be paid immediately to the printer with STIPPS money.

3. The global model

Discussing the global “temple” model.

We all agree on the content, but we are looking how to visualise it. There could be other ways to present the model, in a way that the interactions between the different pillars become more clear.

The model at the first level should be as simple and clear as possible.

The model is titled “the pillars of effective learning in science”.

	<p>We are not looking for teaching for learning, but teaching for effective learning. It should be mentioned that the wording on the pillars are not learning pillars, but management tools. This message is important. It might convince some teachers to teach in another, a more effective way.</p> <p>Concerning the basis and roof of the model: Ideas are not the main goal to work on with children, because there is a lot of stress on cognitive development. We agreed to put ideas/skills/attitudes in the roof and at the basis.</p> <p>It is also stated that different pillars can lead to the same outcome. The “temple” model doesn’t show this so clear. Different models were suggested: - the “temple” model with peer learning as a fundament for all the other pillars. (attachment 5, “temple” model) - the “atomium” model with peer learning in the centre of the model, all the other pillars are linked to this peer learning. (attachment 6, “atomium” model) - the “spider web” model with different interactions between the different pillars. (attachment 7, “spider web” model) - the “pathway model” with different pathways that interconnect with each other but lead to the same outcome. (attachment 8, “pathway” model)</p> <p>To do: The coordination institute will lay out the different drafts of the models. Then it will be necessary to pick out the best one to publish on the website and in the publications.</p>
12.30	Lunch
<p>14.00 – 17.30</p> <p>Coffee or tea (15.30)</p>	<ul style="list-style-type: none"> • <i>Results from the local feedback groups concerning the global model (short explanation by the different partners)</i> • <i>Final agreement about the global model</i> <p>We agreed to work out the model for learning science in 4 levels Level 1: the global model Level 2: a scheme for each pillar Level 3: a text to explain the scheme of the pillar (will be added in *.pdf on the website) Level 4: a learning line for each pillar</p> <p>The 2nd and 3rd level of the different pillars of the model prepared by the different partners are discussed. Suggestions lead to an amelioration of the schemes and the text.</p> <ul style="list-style-type: none"> - Effective classroom organization (Wojciech, Jacques) attachment 9 - Effective communication skills (Allen) attachment 10 - Lesson is at the right level (Daniela) attachment 11 - Learning is active and scaffolded (Daniela) attachment 12 - Good social skills (Suzanne) attachment 14 - Teacher helps build understanding (Kristof) attachment 15 - Active thinking circle attachment 16

	<p>On the CD-R you can find all the attachments. e.g.:</p> <ul style="list-style-type: none"> - attachment 10a effective communication skills level 2 (a= as it was prepared for the meeting) - attachment 10b effective communication skills level 2 (b= as it was agreed during the meeting) <p>Note that 'peer learning' is a fundamental block (basis), so you can find the documents in a different map on the CD-R (fundamental block). On level 2 you can find first an introduction about what is effective peer learning followed by the Piagetian and Vygotskian model. On level 3 you can find the explanation of the 2 models.</p> <p>To do!!! We discussed the pillar 'good social skills', but didn't manage to finish the scheme prepared by Suzanne G. Miriam will inform Suzanne with the suggestions made by the group.</p> <p>to do!!!! Suggestion; On the CD-R you can find for each pillar a map with all the documents according to a level in submaps. During the process of stage 3 all maps should be filled with documents and updated documents (after video conferences) prepared by those partners responsible for a pillar. When all maps are filled with definitive versions of the documents, the documents will be used to publish a book about learning science.</p>
19.00	Dinner

Friday 12th of May : Focus on STAGE 2

9.00	<p>Social event: School visit KBO 't Nieuwland http://www.kbo-tielt.be/Nieuwland</p> <p>Creation of a learning line from pre primary up to primary school (working session at KATHO Tielt) (http://www.kathotielt.be/ / www.katho.be)</p> <ul style="list-style-type: none"> • State of art concerning learning line by different partners. <i>Cfr. Workplan: "Based upon the theoretical vision and global model of fase 1 and taking into account the advice of the feedback groups, the partners each develop a learning line for scientific thinking in pre primary and primary schools according to their curriculum (national context)"</i> <p>Attachment 16: learning line curriculum Flanders We had 3 video conferences, but because we were still working on the model, we didn't talk about the (dis)functionality of the proposed learning line by the coordinators. During this session, we agreed on building a learning line (level 4) for each pillar (see attachment 17: working scheme: from model to curriculum).</p> <p>In the work plan there is mentioned that each partner should work out a learning line according to their curriculum (national context). An</p>
------	---

	<p>example is added in attachment 16 (learning line curriculum Flanders). The most important problem is that one cannot see very clear the connection between this learning line and our didactical model for learning science. Therefore everyone agreed that it should be better to build a learning line starting from the didactical model, and then specifying and integrating into the different curricula of the partners. In fact, working the other way around. See attachment 17.</p> <p>To do: The coordinators will inform the commission about this to see if it's necessary to write an amendment for the work plan concerning this topic. (in the end, it won't change the output of the project, but the time scheme will be different).</p> <p>We agreed to form following groups to prepare the learning line for each pillar (level 4)</p> <ul style="list-style-type: none"> - Effective classroom organization (Wojciech, Jacques) attachment 9 - Effective communication skills (Daniela, Allen) attachment 10 - Lesson is at the right level (Daniela, Allen) attachment 11 - Learning is active and scaffolded (Walter, Nele) attachment 12 - Effective peer learning (Allen) attachment 13 - Good social skills (Suzanne, Miriam, Kristof) attachment 14 - Teacher helps build understanding (Miriam, Kristof) attachment 15 - Active thinking circle attachment (Walter, Nele) 16
13.00	Lunch (at KATHO Tielt)
<p>14.00 – 17.30</p> <p>Coffee or tea (15.30)</p>	<p><i>Creation of a learning line from pre primary up to primary school (working session at KATHO Tielt)</i></p> <p>During this session each group started to work out a model to explain and show the learning line for the pillars.</p> <p>See CD-R for the drafts of the models (level 4) made during this session (see map pillars on CD-R).</p> <p>It is stressed that it would be very good to illustrate the learning line with examples of good practices, if possible by using video clips. We agreed to make the video clips in *.AVI format and put them on a DVD and send them to Daniela. They will have to be translated into English.</p> <p>The learning lines of the different pillars will be discussed during video conferences: We agreed on following dates (1pm-3pm) Please, block these dates in your agenda:</p> <ul style="list-style-type: none"> - 23 June: Tutor helps build understanding (Miriam, Kristof) - 25 August: Learning is active and scaffolded (Walter, Nele) Social skills (Suzanne, Miriam, Kristof) - 26 September: Effective classroom organisation (Wojciech, Jacques) - 10 November: Effective communication skills (Daniela, Allen) Lesson is at the right level (Daniela, Allen)

	<ul style="list-style-type: none"> - 15 December: Peer learning (Allen) Active scientific thinking circle (Walter, Nele) <p>Agreements</p> <ul style="list-style-type: none"> - Each video conference will take exactly 2 hours - There should be a minimum of 4 partners to take decisions during the conference - Technical problems should be fixed before the first video conference on 23th of June. If technical problems occur with a certain partner, it may not delay the meeting. <p>If you are uncertain about the technical aspects, please get it touch with Allen to run a test before 23th of June.</p>
19.00	Dinner

Saturday 13th of May

9.00 Coffee or tea (10.30)	<p>Financial and administrative aspects</p> <ul style="list-style-type: none"> • <i>Partner agreements</i> • <i>Travel and subsistence costs</i> • <i>Time sheets</i> • <i>Internal Report sheet- personnel costs</i> • <i>Subcontracting Karl Donert</i> <p>See attachment 18 powerpoint 'financial and administrative aspects' See attachment 19 Financial and administrative overview (state of art: 09/05/06)</p> <p>To do: Check attachment 19bis, state of art 15/06/07 for 'to do's' (attachment will be sent by Nele)</p> <p>(Jacques Marchal is heading back home this afternoon and will not attend the program this afternoon)</p>
12.30	Lunch
14.00 – 17.30 Coffee or tea (15.30)	<p>Follow up of STIPPS concerning stage 2</p> <ul style="list-style-type: none"> • <i>website: filling in the different pages; presenting the global model, links</i> <p>we agreed to have the following pages:</p> <ul style="list-style-type: none"> - Project mission (this is the home page: with the abstract on it and maybe a link to the leaflet in pdf on this page) - Who – partners - Aims - Project news / activities - How children learn science? - To know more / contact <p>On each page there has to be a possibility to have the links of the different pages in a left banner, and on each page a top banner (horizontally, with the stipps logo): see www.wetenschappelijkdenken.be for an example.</p>

	<p>To do:</p> <p>Wojciech will take care of the website. Coordinators send the global model and its pillars to Wojciech, so they can be added on the website.</p> <ul style="list-style-type: none"> • publications: <i>cfr Workplan: "An article will be written out of stage 1, and 2. It will be published in pedagogical magazines in the countries of the partners and it will also be published on the STIPPS website."</i> <i>Note: dissemination of STIPPS items by the different partners could be linked to the website</i> <p>Allen will do a first draft for an article about the effect of peer learning in learning science, because this is the fundamental block of the model. The draft will be finished by Christmas 2006, and submitted in January 2007. It can be translated and published in pedagogical magazines in each country.</p> <p>All partners will publish articles in (pedagogical) magazines, in order to disseminate the STIPPS project in the partner countries (eg. "Podlaskie, Wiedzi Oswiatowe, Nr2 (73), March 2006, p. 26 / KATHO Ketting, Nr3 (11), March 2006, p. 20/21) Also dissemination on congress, publications or links on websites (eg. www.xplora.org/ / http://www.odn.4lomza.pl/wiadomosci.php?nr=42/ / www.wetenschappelijkdenken.be/ / http://hopelive.hope.ac.uk/international/karld/index.html)</p> <p>To Do: Send all data concerning dissemination of the STIPPS project to the coordinators.</p> <p>We agreed to publish the different levels of the didactical model in a book. Each chapter can be a pillar. Video clips can be added on a DVD and spread together with the book. The levels of the model will also be published on the website (web page: How children learn science?)</p> <ul style="list-style-type: none"> • <i>Check the draft for our leaflet. Agree about the printing.</i> (See working session on first day) <p>See in the future...</p> <ul style="list-style-type: none"> • Attachment 20: preparation sheet 4 (stage 3) • <i>Agree on a date for our third STIPPS meeting (January 2007)</i> <p>Arriving in Edinburgh on Tuesday 23rd of January 2007. As soon as possible, so that Allen can take us to Dundee with a mini bus. Take this into account when booking a flight. Arriving not later than 2pm. For getting back home on Saturday 27th of January 2007, later than 12am</p>
20.00	Farewell Diner