



First meeting MALTA  
Monday 19<sup>th</sup> of December – 21<sup>st</sup> of December 2005

Sunday evening 18<sup>th</sup> of December : Informal welcome dinner

19.00	Meeting at the reception of the hotel <a href="http://www.baystreet.com.mt/hotel/">http://www.baystreet.com.mt/hotel/</a>
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Monday 19<sup>th</sup> of December : Getting to know each other and the STIPPS-project

9.00	<ul style="list-style-type: none"> <li>• Welcome and Hallos</li> <li>• Review the work plan (stages, aims, objectives, outputs, products)</li> <li>• Questions and expectations</li> </ul>
Coffee or tea (10.30)	

Note:

a CD-ROM with all the attachments (see below) will be sent to the partners by mail (please, send us by e-mail the most convenient address on which you want to receive the CD-ROM)

Welcome and Hallos: see attachment 1 (welcome)

Every partner presents him/herself and defines the role in the project

- Daniela Schmeinck (University of Education, Karlsruhe, Germany)
- Jacques Marchal (Academic Inspection, Meurthe et Moselle, France)
- Wojciech Sidor (Teacher Training Centre in Lomza, Poland)
- Allen Thurston (University of Dundee, Faculty of Education, UK)
- Suzanne Gatt (University of Malta, Faculty of Education, Malta)
- Kristof Van De Keere (Teacher Training Centre KATHO Tielt, Belgium)
- Nele Mestdagh (Teacher Training Centre KATHO Tielt, Belgium)
- Karl Donert (Liverpool Hope University, UK) will be the external evaluator. He will attend every meeting to coach us (give ideas, feedback, evaluation...)

Review the work plan: see attachment 2 (workplan)

An overview of the workplan is given with a focus on stage 1 and 2

The goal of the project is stressed :

'Science and its thinking process poses inherent advantages to the cognitive development of young persons and it is important when cognitive skills are developed. This aspect of science literacy is important in our project. **With this project we will emphasize on the cognitive development of scientific thinking in (pre) primary school education and teacher training. With the project we want to make sciences and its cognitive thinking models more appealing and so raising enthusiasm for science.** This will make it necessary for us to question and rethink the approach when teaching sciences. Interest arousing aspects of science (work on curiosity), topical aspects (focus on local sensitivities and the actuality), and skills (focus on what the pupils can do instead of what they should know) play an essential role. Only seldom do these aspects lead to integration in practice.' (from the abstract of the STIPPS proposal)

So the focus of the project will be on the thinking bit. The abstract of the proposal stresses the need for a model and/or method to encourage teachers to integrate the thinking into the classroom. Nowadays, Science education is more about doing than thinking.

Therefore, it is also important that we think ahead about the training approach in stage 6.

12.30	Lunch
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14.00 – 17.30	Focus on STAGE 1 <b>Theoretical vision and model of scientific thinking for young children (<i>presentations</i>)</b>
Coffee or tea (15.30)	Every partner reports his state of art concerning scientific thinking with young children regarding the expectations of the own institute and the national context. This report can be based on the literature study and own vision on good education. (max. 30' per partner)
State of art of the partners: attachment 3 (state of art Teacher Training KATHO Tielt, Belgium) attachment 4 (state of art University of Education, Karlsruhe) attachment 5 (state of art University of Malta, Malta) attachment 6 (state of art Teacher Training Lomza, Poland) attachment 7 (state of art University of Dundee, UK) attachment 8 (state of art Academic Inspection Nancy-Metz, France) attachment 9 (contribution from evaluator: Diffusion and innovation: some concepts of change)	
19.00	<b>Dinner</b>

**Tuesday 20<sup>th</sup> of December : Focus on STAGE 1**

9.00	<b>Social event:</b> School visit Patri Felic Sammut Primary School and University <a href="http://schoolnet.gov.mt/stpaulsbay/">http://schoolnet.gov.mt/stpaulsbay/</a> <a href="http://www.um.edu.mt/">http://www.um.edu.mt/</a>
13.00	<b>Lunch</b>
14.00 – 17.30	<b>Theoretical vision and model of scientific thinking for young children (<i>working session</i>)</b>
Coffee or tea (15.30)	Based upon this theoretical vision of scientific thinking we will choose/agree about a model for scientific thinking as a common starting point for this project.
<p>The goal of this session is to agree on a global model for scientific thinking in pre primary and primary school settings. Therefore we take all the information of the different reports of the partners concerning 'state of art' as a starting point to select each max. 10 important keywords concerning science teaching, bearing the reports of the different partners in mind. Attachment 10 (method of the session) The keywords we all agree on are the building blocks upon which the global model is created. Attachment 11 (global model) Global model will be explained in max. 1 page and the key ideas of the global model will be highlighted by A. Thurston.</p> <p>Comment on the global model: Discussion concerning the word 'active': Active can mean 'hands on', which can mean 'doing experiments without thinking'. It was strongly argued that science education is more about doing than thinking nowadays. But with this project we will emphasize on the cognitive development of scientific thinking. The abstract of the proposal stresses the 'active' thinking bit, but not the 'active' doing bit. So a discussion point is to erase the word 'active'. We decided to take this point of discussion to the local feedback groups.</p>	
19.00	<b>Dinner</b>

### Wednesday 21<sup>st</sup> of December

9.00

#### Outcomes Stage 1

- reference list and list of local feedback groups
- chosen model for scientific thinking in (pre)primary school (outcome working session)
- dissemination: leaflet, website: structure, discussion forum, ...

Attachment 12 (planning of the day)

Attachment 13 (List of references of articles)

Attachment 14 (State of Art of Scientific thinking partners)

Attachment 11 (global model)

#### Local feedback groups

Who will be part of this local feedback group:

Minimum 4 different kind of partners: eg.

- Teachers and/or headmasters out of pre primary, primary or secondary schools (eg representatives of technical secondary schools)
- Inspection
- Teacher Trainers
- Scientists (eg from Industry)
- People from educational musea
- Printers (educational books)
- ...

The coordinators will make a template for the report of the meeting with the local feedback partners

Possible subjects/statements for a questionnaire:

- statements:
  - o science in Europe is a major issue?
  - o is there suitability of education of science?
- sustainability on science teaching – what can we do about it? Better training on teaching is a big issue...
- How do you think science is taught in pre primary and primary schools nowadays?
- How science teaching should be in pre primary and primary schools?
- What are the problems? What can **you**, as an expert, do with it?
- Why are there so few people interested in Science?

Explain the mission – aims of the STIPPS project

- Teaching and training of teachers is a key issue of this STIPPS project. So we should focus on the learning context.

Do the exercise to come to a model as we did on 20/12 during the meeting.

- “do the wall” and “stick the postages”

Compare our global model with the model of the feedback group

- What are the most challenging areas of the model?
- Are the skills we find important reproducible in industry?
- What about the word ‘active’ in the model?
- How to put the model into practise / How to train teachers to use the model ‘think of the best training you ever have experienced?’

- Taking into account the national/regional context – reproducible in the school settings

Every partner will form this local feedback group and a first meeting is planned before 27/03/2006 (online meeting with STIPPS partners concerning results of meeting with local feedback groups: see further 'communication')

Remember to take into account the KISS syndrome (keep it simple...).

### Dissemination:

#### Leaflets

1000 trilingual leaflets (English, French, German)

*Mission and Aims*

*Who – partners*

*To know more - contact*

Coordinators will make the leaflet

Printing can be done in Poland (once the leaflet is ready, W. Sidor will check the prices to print the leaflet)

#### Website: [www.stipps.info](http://www.stipps.info)

Attachment 15 (proposal for website by W. Sidor)

In the first stages the website will have a core function (at least the first 6-9 months).

Following pages have to be included:

*Project mission (on home page)*

*Who - partners*

*Aims*

*Project News - Activities*

*Products - meeting notes, presentations etc.*

*To know more - Contact*

The design of the website will be in 2 or 3 columns (eg: <http://www.daniela-schmeinck.de/>)

Thanks to W. Sidor for taking care of this!

Coffee or tea (10.30)	<b>Follow up of STIPPS concerning Stage 2</b> <ul style="list-style-type: none"> <li>• communication between the STIPPS meetings</li> <li>• agree on structure of a learning line for scientific thinking according to the national curriculum: (see work plan)</li> <li>• In service teacher training</li> <li>• Confirm responsibilities of partners</li> </ul>
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### Communication

Communication between the STIPPS meetings will happen via e-mail (e-maillist)  
On regular basis there will be meetings in an online chatroom

D. Schmeinck and A. Thurston will set up these tools and give the information to W. Sidor to link them to the website.

D. Schmeinck and A. Thurston will inform all the partners when the chatroom is open.  
An online meeting is planned on Monday 27/03/06 (concerning results of the meeting with the local feedback groups)

### Learning line for scientific thinking

Attachment 16 (template for learning line as used in Flemish curricula)

Attachment 17 (example of a learning line concerning cognitive functions)

Basically this learning line is about putting the global model into practise.

There was no consensus on this topic during the meeting in Malta. Therefore we suggested to set up an online meeting in the middle of February in the chat room. The coordinators will give a scheme to be filled in as a starting point.

### In service teacher training

The STIPPS project is about scientific thinking. So the word 'thinking' is very important. When we want to take the global model into practise, we have to ensure that the style of delivery of the training will encourage the teachers automatically to go away and use the model. How can teachers make this model work?

Therefore we have to reflect on the best training we ever experienced ourselves to enlighten the best training approaches.

Which topics will exemplify the use of the model in order to adopt the model through

- nursery settings
- primary settings

Aim: teachers have to get to the process: So there is need for a learning line.

Lots of information on Xplora (<http://www.xplora.org>) is the European gateway to science education, offered by European Schoolnet.

**In preparation of the next meeting** we have to think on following questions, so that we can give answers by the end of stage 2

- Which kind of training is necessary to aim our mission?  
Teacher training should learn teachers to construct their (scientific) thinking...
- How do you get your ideas concerning the global model into the classroom
- How to take the model into practise?
- Possibility of writing an FP7 (research in science education)

### Confirm responsibilities of partners

See attachment 18 (to do list)

12.30	<b>Lunch</b>
14.00 – 17.30	<b>Financial aspects</b>
Coffee or tea (15.30)	<ul style="list-style-type: none"> <li>• contract → Grant agreement (annex 2)</li> <li>• suggestions concerning 75% funding versus 25% own resources</li> <li>• payments - costs</li> <li>• partner agreements</li> <li>• appendices</li> </ul>

Attachment 19 (update appendices for partners and external evaluator)

Attachment 20 (financial aspects)

Staff Costs will be paid back according to timesheets (days in workplan) and personnel costs (see appendices time sheet and personnel costs): partners will have to fill this in.

Subcontracting: the amount foreseen for subcontracting in workplan will go to the external evaluator, so all travel and working days can be paid.

Attachment 21 (update partner agreements)

Partner agreements have to be signed and send back to  
Mrs. Nele Mestdagh  
KATHO – Tielt  
Beernegemstraat 10  
8700 Tielt  
BELGIUM

17.30 – 18.00	<b>Evaluation of the first meeting</b> (Karl Donert)
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Attachment 22 (evaluation meeting Malta)	
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20.00	<b>Farewell Diner</b>
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