



Fourth meeting POLAND, Lomza
Tuesday 23rd of October – Friday 26th of October 2007

Monday evening 22nd of October : Informal welcome dinner

	<p>Arriving in Lomza. using the coach TRANS AVIA from Warsaw Airport to Ełk. See: http://www.trans-avia.pl/index.php These coaches stop in Lomza.</p> <p>The time of departures (Warsaw Airport)</p> <ol style="list-style-type: none"> 1. 12.00 pm 2. 15.00 pm 3. 19.00 pm <p>Location of the bus stop at Warsaw Airport- see: http://www.trans-avia.pl/index.php Remember! Take the coach going to Ełk not to Suwałki! Wojtek will make reservations this week.</p>
20.00	<p>Meeting at the reception of the hotel www.baranowski.pl</p> <p style="text-align: center;">ul. Stawiskowska 32 18-421 Piątница Tel. +48 86 2154900 Fax. +48 86 2154901</p> <p style="text-align: center;">marketing@baranowski.pl office@baranowski.pl</p> <p>Contact Wojtek home phone number: +86 473 19 26 mobile: 885 243 909 (using public telephone in Poland dial 086...or 0885)</p>

Tuesday 23rd of October : *(working session)*

<p>9.00</p> <p>Coffee or tea (10.15)</p>	<p>Welcome and hallos</p> <p>Looking back... pictures... slide show (Thanks to Danny for this nice impression!)</p> <p>Approval of the report of 3rd STIPPS meeting in Scotland and the reports of the video conferences (+CD-R nr 4) (Kristof & Nele) Website and reports are approved</p> <p>Website:</p> <ul style="list-style-type: none"> ○ Follow up interactive presentation of Scientific Thinking model www.anabelamor.be/stipps (feedback: all partners) ○ Tools to be integrated in website (see video conference 10)
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Main question:

how are we going to use the website?

Is it accessible for the teachers: how useful is it?

It has to be used for dissemination and training

We agreed to make an introduction page (pop up screen) with instructions for the visitor:

how can you use the website? Something to help the visitor understand when looking at it. (English, but also translated)

We want the teachers to explore the website. So we need to give them instructions, also about what is translated and what is not

Translation of parts in the website in all languages: layer 1 + layer 2, information of the pillar. How to do on the website? flags

Model page: eg. Peer learning (clicking), sober.

Questions to be asked:

- How are you going to use the website? With students and with teachers.
- How are you going to have impact?
 - o National context
 - o International context
- Link the website to your own homepage, pages of the universities of the partners
- What support do teachers have to follow the STIPPS concept? Which support can we give the teachers?

Make a Wiki in multilanguages (go in Wikipedia and make a STIPPS pages in multilanguages with explanation of terminology and definitions)

Connection with other

- Community
- Resources
- Find other people's webquests

Creating learning environment for science. Use forum to bring teachers together → see website Myeurope – community : Meet each other there, it is a place for sharing things.

Xplora website: resources: house resources on this website. Can we use resources that are already there, that can be useful to link to one of the pillars.

SWOT analysis (Karl)

See attachment 1. Ppt SWOT analysis.

Dissemination power point

See attachment 2

The ppt is good and is better to get a first impression on STIPPS, therefore it is useful to put it on the website (a short version and a

	longer version) The ppt will give them the skeleton of the STIPPS model, but not the flesh...
12.30	Lunch
14.00 – 17.30 Coffee or tea (15.40)	<p>Dissemination of the STIPPS project (articles, website, congress) fill in document state of art STIPPS (in attachment of video conference 12) (all partners): see attachment 3</p> <p><i>Are teachers the only real target if we want to get impact?</i> If we are looking at the impact: who are the people we will go to? Ministry of education – EU people are really important. How can you have their focus? When we are ready, what will you tell or show them (eg. They're looking 30s at the website: is the website ready for that)</p> <p><i>As a partner of the project How are you going to have impact?</i></p> <ul style="list-style-type: none"> ▪ International ▪ National ▪ Local <ul style="list-style-type: none"> ○ Show by evaluation that you are successful ○ Make a mailing list as dissemination (dissemination list, also for each partner) <p><i>Dissemination with articles</i></p> <ul style="list-style-type: none"> ○ Concerning articles: all partner names on articles we write ○ From stage 2 mentioning also the name of Miriam Teuma on articles ○ Concerning further follow up the partners expressed their concern about further engagement of Malta, especially concerning intellectual property. <p><i>Dissemination text in different languages on website</i> See attachment 4</p> <p>Discussion about workshop for teachers in Lomza and Com 2.2 in Nancy</p> <p>Discussion in 2 groups: Workshop for teachers in Lomza on 24/10 + Working session in Nancy (Com2.2) :Organisational aspects (When? Where?) / Who are the "speakers"? / What and How? See attachment 5 (workshop Lomza) See attachment 6 (Com 2.2 course)</p>
19.00	Dinner

Wednesday 24th of October :

9.00	School visit: Kindergarten and Primary School visit in Lomza
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12.30	Lunch
14.00 – 15.30	Dissemination session: International lecture about STIPPS See attachment 5
16.00 – 19.00	Free Time – Cultural activity
19.00	Dinner

Thursday 25th of October

9.00 – 11.00	<p>Scientific Thinking circle: layer 4: discussion</p> <p>There needs to be more matching between layer 2,3,4: Standardising terminology and stick to key words for building up the learning line. See attachment 7</p> <p>Active learning: layer 4: discussion</p> <p>Take away diagrams. Describe in a text version for which approach we are aiming for active learning. See attachment 8</p> <p>Searching websites connected to the different pillars. Instead of searching for 6 of the own pillar, to look for 6 divided among the pillars in different languages. See attachment 9</p> <p>2nd STIPPS article: feedback, suggestions, discussion (send by email to all partners – please read before if you find some time) (feedback: all partners). See attachment 10</p> <p>p. 1-10 will be proofread by Allen before Christmas 2007 and translated in the different languages till 19/02/08. Kristof will send the latest version of this article to all partners. We decided to publish this article in a booklet in different languages, with pictures... as an intermediate state of art which can also be useful for Comenius 2.2.</p>
	Lunch
14.00 – 17.30	<p>Setting date for meeting in Germany and video conferences in between meetings</p> <p>Karlsruhe: arrival Tue 6/05/08 – departure Sat 10/05/08 Nancy: 22-26/09/08 (not yet confirmed but try to stick to those days) Planning Com 2.2 Nancy CPD (continuous Professional Development) Sun 30th November – Sat 6th December See attachment 6 for planning meeting Com 2.2: Jacques will fill in the form to apply and will make a financial plan.</p>
Coffee or tea (10.15)	
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	<p>State of Art layer 5</p> <p>In handbook layer 1-4, on CD and website layer 5 (proofread by Karl)</p> <p>Concerning layer 5: Lesson plans, worksheets, teacher interview, experiments, video clips are possible resources All documents needs to be ready before Karlsruhe. Videoclips can be watched on conference in Karlsruhe.</p> <p>Is it necessary to translate all documents in layer 5 in different languages? We can take time in Germany for translating selected documents. (On the agenda of meeting in Germany: layer 5: videoclips- translating selected documents, discussion of production final cd and handbook, start final report)</p> <p>Documents layer 5 for Karlsruhe will be discussed during video conferences, we take 1 hour for each pillar. VC13: vr 7/12/2007: mediation – communication 14.30-16.30 VC14: tue 29/01/2008: classroom organisation – right level 16-18u VC15: tue 19/02/2008: active learning – thinking circle – social skills 15.30-17.30 Proposal for guide how to use the website: 07/12/2007 Translation model layer 1-2, information, dissemination text: 29/01/08 send by e-mail to Kristof</p> <p>State of Art finances and administration</p> <ul style="list-style-type: none"> ○ Focus on 25% own contribution ○ Coordinators will prepare a template for timesheets stage 4-5 coordinators will also foresee time for translation into different languages <p>See attachment 11 for preparation sheet 7 (to do's and deadlines)</p>
20.00	Farewell dinner