

Creativity in Early Years Science Education (CEYS)

A professional development course empowering teachers both to foster creativity in science and teach science creatively



The CEYS project works on fostering the links between inquiry-based science education and creativity, aiming to develop a teacher professional development course and accompanying materials, which would promote the use of creative approaches in teaching science in preschool and early primary education, in the frame of inquiry-based educational environments. By involving stakeholder communities and particularly teacher and teacher educators in the iterative process of design and evaluation of these materials, CEYS ensures that its outputs are appropriate and usable in relevant European professional contexts. The learning and assessment classroom activities designed in CEYS will have an emphasis on stimulating partnerships between teachers and teacher educators; these partnerships will contribute significantly towards bridging the gap between theory and practice, enhancing science education with the focus of creativity, and promoting a vision of science as a creative and dynamic discipline.

<http://www.ceys-project.eu>

CREATIONS

Developing an engaging science classroom



How can young people's interest in science be increased? 16 partners from ten European countries want to break new ground. In CREATIONS, a project funded by the European Union, they develop creative approaches based on art for an engaging science classroom. The partners are planning a variety of events with theatre, photography, exhibitions in which young people can experience an active and playful role within science and research. CREATIONS will establish a pan-European network of scientists, teachers, artists and students. The project was launched in October 2015 and runs for three years. CREATIONS aims to improve the skills of young people in STEM (science, technology, engineering, mathematics) and to pool talent to scientific careers by:

- giving students and teachers opportunities to experiment with many different places, activities, personal identities, and people;
- simulating the work of the scientist and researcher in the classroom;
- promoting a better understanding of how science works;
- enhancing students' science related career aspirations;
- encouraging and empowering science teachers to affect change;
- implementing and promoting inquiry-based science teaching and learning;
- learning and (self)creating in emotionally rich learning environments;
- disseminating and exploiting the results.

<http://creations-project.eu>

OSOS (Open Schools for Open Societies)



OSOS is supporting a large number of European schools to implement Open Schooling approaches by a) setting out the open schooling values and principles for action around curriculum, pedagogy and assessment; b) offering guidelines and advice on issues such as staff development, redesigning school timetable, and developing partnerships with relevant stakeholder organisations (local industries, research organisations, parents associations and policy makers); and c) suggesting a range of possible implementation models from small-scale prototypes through to setting up an "open school within a school" or even designing a "new" school. These approaches will be evaluated in more than 1,000 school environments in 12 European countries (Greece, Germany, Italy, France, Israel, Ireland, the Netherlands, Spain, Portugal, Romania, Finland, Bulgaria). The themes of the project activities that will take place in participating schools will focus on areas of science linked with the Grand Societal Challenges as shaped by the European Commission, will be related to Responsible Research and Innovation and will link with regional and local issues of interest. By proposing and implementing such formats in 12 countries, the project aims to facilitate the transformation of schools to innovative ecosystems, acting as shared sites of science learning for which leaders, teachers, students and the local community share responsibility, over which they share authority, and from which they all benefit through the increase of their communities' science capital and the development of responsible citizenship.

<http://www.openschools.eu>

Creativity in Early Years Science Education Summer School 2017

Programme
July 9th – July 14th, 2017
Mati, Attica, Greece



Erasmus+



The CEYS Summer School 2016 is organized in the framework of the CEYS project, which is financed by the Erasmus+ Programme of the European Union



Organized by
ELLINOGERMANIKI AGOGI

PROGRAMME

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
	9 July 2017	10 July 2017	11 July 2017	12 July 2017	13 July 2017	14 July 2017
Morning sessions	Participants' Arrival	<p>09:00 – 12:30</p> <p>Welcome and Introduction</p> <p>Dr. Fani Stylianidou <i>Ellinogermaniki Agogi</i></p> <p>Workshop 1</p> <p>Focus on inquiry-based science – link with creativity</p> <p>Dr. Esme Glauert <i>UCL Institute of Education</i></p>	<p>09:00 – 12:30</p> <p>Workshop 3</p> <p>Linking learning in and outside school</p> <p>Jozefien Schaffler & Bea Merckx <i>Arteveldehogeschool</i></p>	<p>09:00 – 12:30</p> <p>Workshop 5</p> <p>Focus on the Nature of Science</p> <p>Mystery Boxes</p> <p>Teaching about the nature of science: Examples from practice</p> <p>Dr. Fani Stylianidou <i>Ellinogermaniki Agogi</i> & Dr. Esme Glauert <i>UCL Institute of Education</i></p>	<p>09:00 – 12:30</p> <p>Workshop 6</p> <p>Reflection and Reasoning</p> <p>Dr. Tatiana Dragovic-Andersen <i>Open University</i></p>	<p>09:00 – 12:00</p> <p>Workshop 8</p> <p>Interpreting policy – opening up opportunities for creativity</p> <p>Dr. Fani Stylianidou <i>Ellinogermaniki Agogi</i> & Dr. Teresa Cremin <i>Open University</i></p> <p>Next Steps</p> <p>Exploring EU opportunities for school collaboration: E-twinning Erasmus+ KA1 & KA2</p> <p>Dr. Adelina Sporea & Dr. Dan Sporea <i>NILPRP</i></p> <p>12:00 – 13:00</p> <p>Action Plans by participants</p> <p>12:00 – 13:00</p> <p>Evaluation of summer school</p>
Afternoon and Evening sessions	<p>Registration</p> <p>17:00 – 18:00</p> <p>Introduction to Creative Little Scientists and CEYS framework</p> <p>Introduction to the summer school</p>	<p>15:00 – 18:00</p> <p>Workshop 2</p> <p>Nature of creativity: Examples of practice</p> <p>Dr. Tatiana Dragovic-Andersen <i>Open University</i></p> <p>Visit at Cape Sounio, Sanctuary of Poseidon</p>	<p>15:00 – 18:00</p> <p>Workshop 4</p> <p>Building on children's ideas: Examples of practice</p> <p>Dr. Esme Glauert <i>UCL Institute of Education</i></p>	<p>Visit to the Acropolis Museum and the Acropolis</p> <p>Dinner</p>	<p>15:00 – 18:00</p> <p>Workshop 7</p> <p>Assessment for Learning: Examples of practice</p> <p>Jozefien Schaffler & Bea Merckx <i>Arteveldehogeschool</i></p> <p>Farewell Dinner</p>	Participants' Departure

EVENTS

Visit to Cape Sounio, Sanctuary of Poseidon
(July 10th, 18:00 – 24:00)



Cape Sounio is a promontory located 69 kilometres from Athens, at the southernmost tip of the Attica peninsula. According to legend, Cape Sounion is the spot where Aegeus, king of Athens, leapt to his death off the cliff, thus giving his name to the Aegean Sea. The sanctuary of Poseidon, one of the most important sanctuaries in Attica, is also located at Sounio. Archaeological finds on the site date from as early as 700 BC. Herodotus tells us that in the sixth century BC, the Athenians celebrated a quadrennial festival at Sounion, which involved Athens' leaders sailing to the cape in a sacred boat. The later temple at Sounion, whose columns still stand today, was probably constructed in 450-440 BC, over the ruins of a temple dating from the Archaic Period. Poseidon, the "God of the Sea" was considered to be a powerful god, second only to Zeus (Jupiter). The temple at Cape Sounion, was a venue where mariners, and also entire cities or states, could propitiate Poseidon, by making animal sacrifice, or leaving gifts.

Visit to the Acropolis Museum
(July 12th, 16:00 – 18:30)



The New Acropolis Museum under the Acropolis of Athens "came to life" when at 2000, the Organization for the Construction of the New Acropolis Museum announced an invitation to a new tender, which came to fruition with the awarding of the design tender to Bernard Tschumi with Michael Photiadis and their associates and the completion of construction in 2007. The Museum has a total area of 25,000 square meters, with exhibition space of over 14,000 square meters, ten times more than that of the old museum on the Hill of the Acropolis. The new Museum offers all the amenities expected in an international museum of the 21st century. Permanent exhibitions: The Gallery of the Slopes of the Acropolis, The Archaic Gallery, The Parthenon Gallery, Propylaea-Athena Nike-Erechtheion, from 5th century BC to 5th century AC.

Visit to the Acropolis of Athens
(July 12th, 19:00 – 20:30)



The greatest and finest sanctuary of ancient Athens, dedicated to the goddess Athena, dominates the centre of Athens from the rocky crag of the Acropolis. The most celebrated myths, religious festivals; earliest cults are all connected to this sacred precinct. These unique masterpieces of ancient architecture combine different orders and styles of Classical art in a most innovative manner and have influenced art and culture for many centuries. The Acropolis of the 5th century BC is the most accurate reflection of the splendour, power and wealth of Athens at its greatest peak, the Golden Age of Pericles. In the mid-fifth century BC, when the Acropolis became the seat of the Athenian League, Pericles initiated an ambitious building project which lasted the entire second half of the fifth century BC. The architects, Ictinos and Callicrates, began the erection of this unique monument at 447 BC and the building was substantially completed by 432 BC. The most important buildings visible on the Acropolis are the Parthenon, the Propylaea, the Erechtheion and the temple of Athena Nike.