



Creative Little Scientists – A European Project

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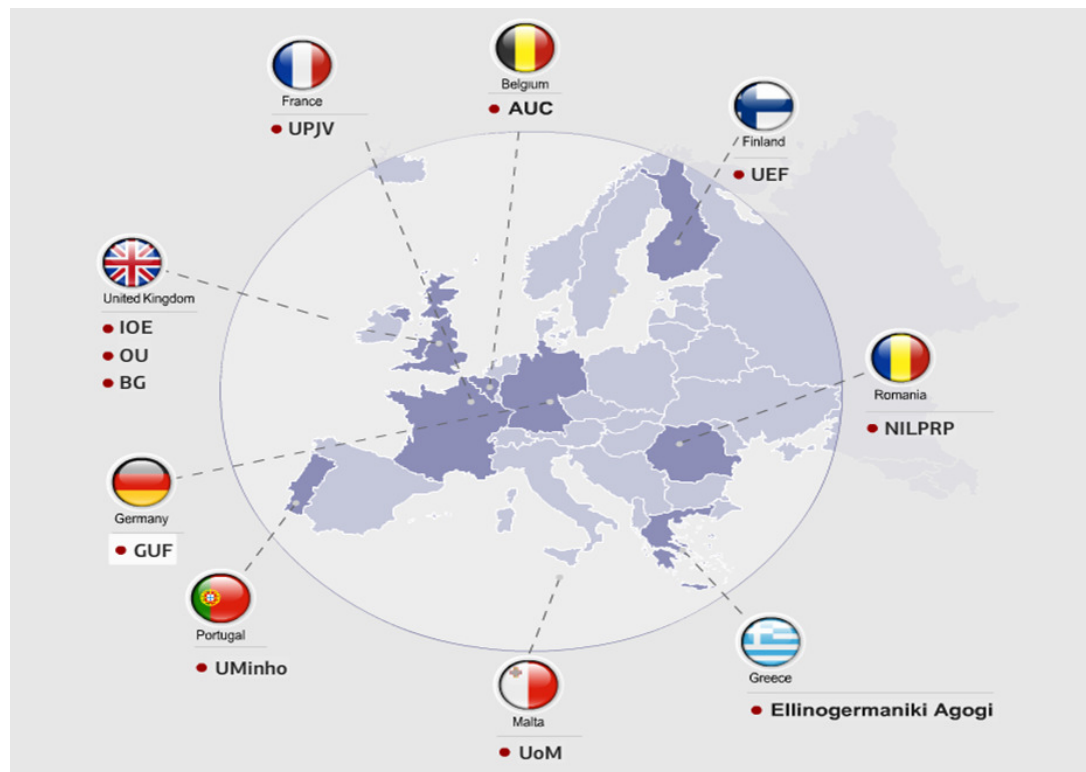


The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 289081.



Creative Little Scientists - Enabling Creativity through Science and Mathematics in Preschool and First Years of Primary Education

Project Partners



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Target group: children from 5 to 8 years old

Project partners: Belgium, Finland, France, Germany, Greece, Malta, Portugal, Romania, and the UK

Partners' core competences:

- science and mathematics education in early childhood;
- creativity in education;
- cognitive psychology;
- comparative educational studies;
- teacher training.

Coordinator: Dr. Fani Stylianidou, Ellinogermaniki Agogi, Greece



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The project goals:

- to evaluate the way creativity and science and mathematics teaching are inter-linked and conditioned as reflected by the European education policies;
- to analyze teachers' perception and practice in relation to these subjects;
- to provide a comparative assessment of these issues among the nine participating countries;
- to propose guidelines, curricula and exemplary materials for relevant teacher training in various European contexts.



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Problem to be investigated:

Romanian teachers perception and declared practice in relation to the implementation of Inquiry-Base Science Education (IBSE) at preschool and primary school levels.



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Method of investigation:

Online survey based on a questionnaire designed and recommended by the project coordinator and agreed with partners.



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Method of investigation:

- The survey was active between 20.05.2012 and 30.06.2012.
- During the survey run one call for participation was launched on 17.05.2012.
- Over the survey lifetime, 270 teachers enrolled to the survey, while only 258 answered all questions.



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Method of investigation:

- Data gathering was organized by using the “Monkey Survey” site.
- Participants had to answer 44 questions organized in 7 sections.
- The estimated time required to complete the task was one hour and a half.



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Method of investigation:

Based on the survey a national Report was prepared. This Report facilitates comparison between existing approaches in real practice and their illustration in public policy documents and described in Deliverable D3.2 - **Report on Mapping and Comparing Recorded Practices**, towards the synthesis of the **Comparative Report (D3.4)**.



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Groups of participants:

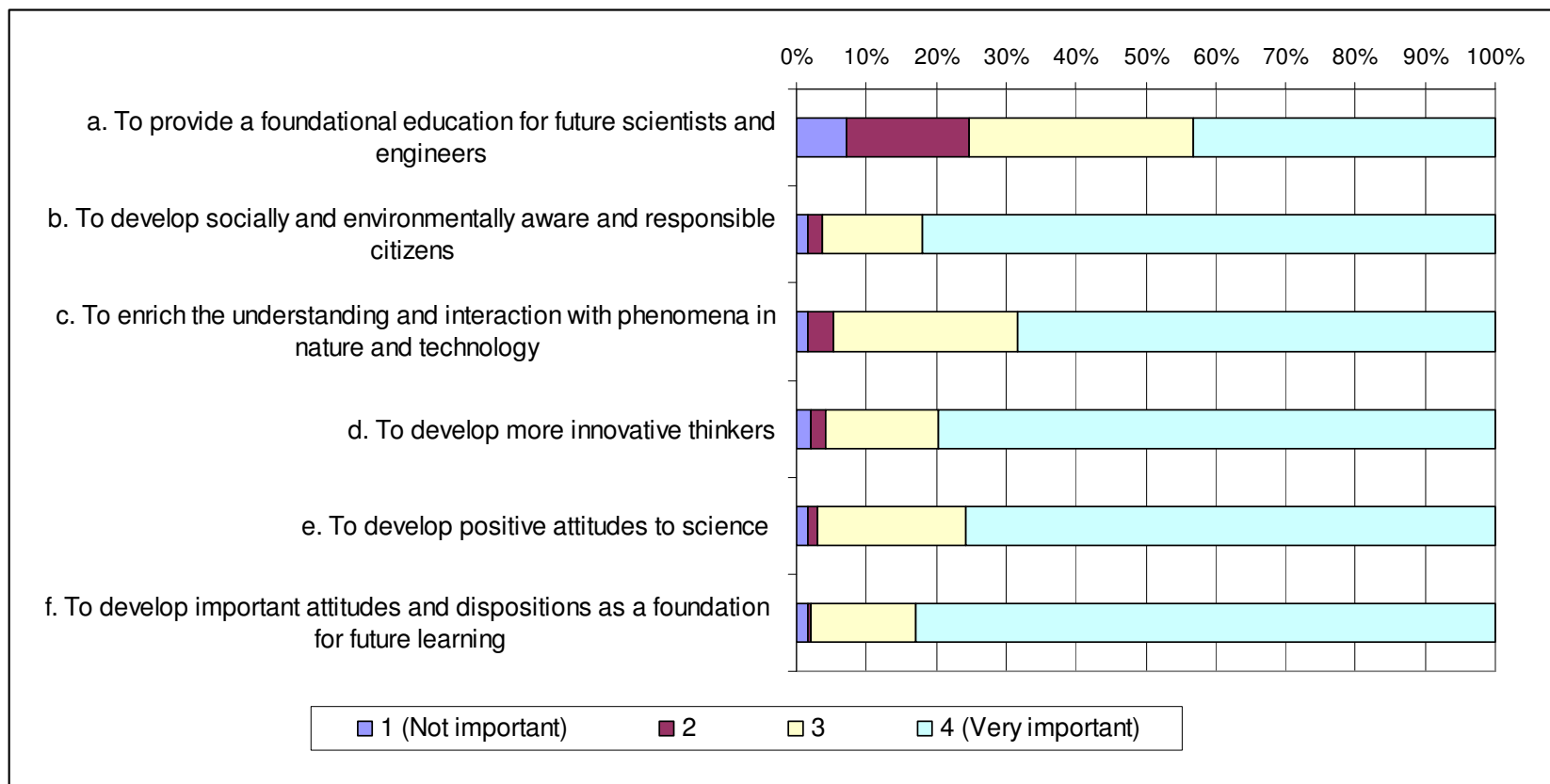
- teachers participating to national and European projects coordinated by Center for Science Education and Training – CSET;
- former attendees to courses delivered by CSET on inquiry-based science education (IBSE);
- teachers involved in various science related activities (Science Days, science fairs, contests for children, conferences and symposia);
- members of the National Primary School Teachers Association;
- participants to a national action focused on combating early years school abandon.



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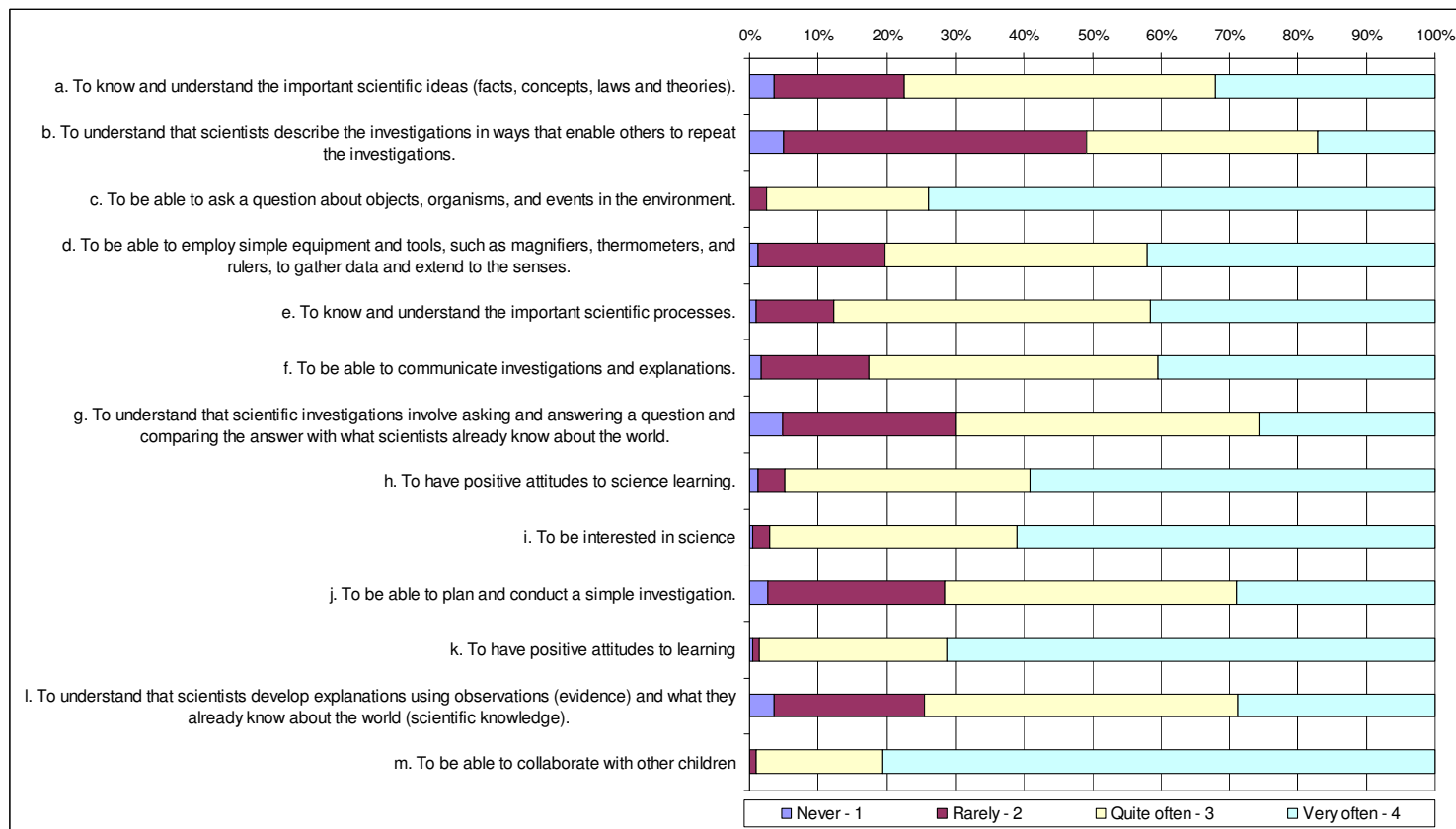
Please indicate your views on the importance of the following purposes of school SCIENCE in Compulsory Education



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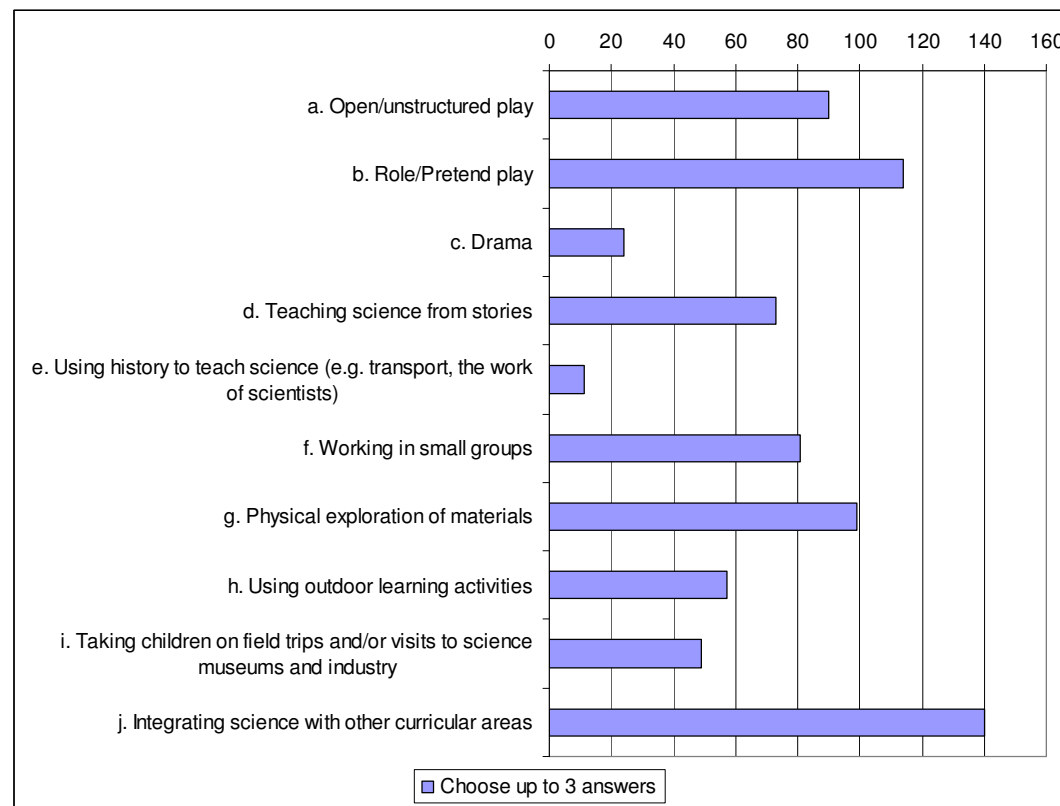
How often you foster the development of the following SCIENCE learning outcomes?



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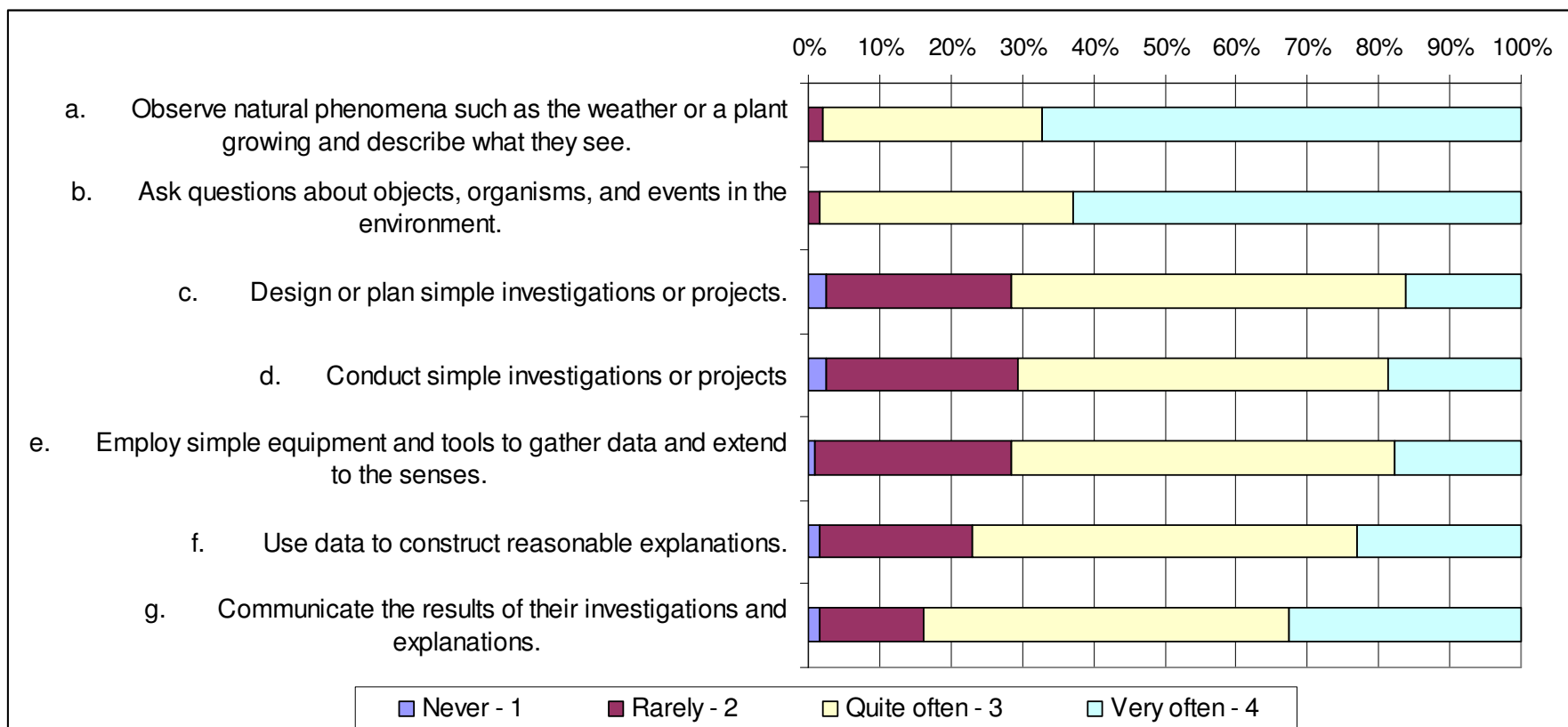
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How often do you use the following learning/teaching contexts and approaches in your SCIENCE teaching?



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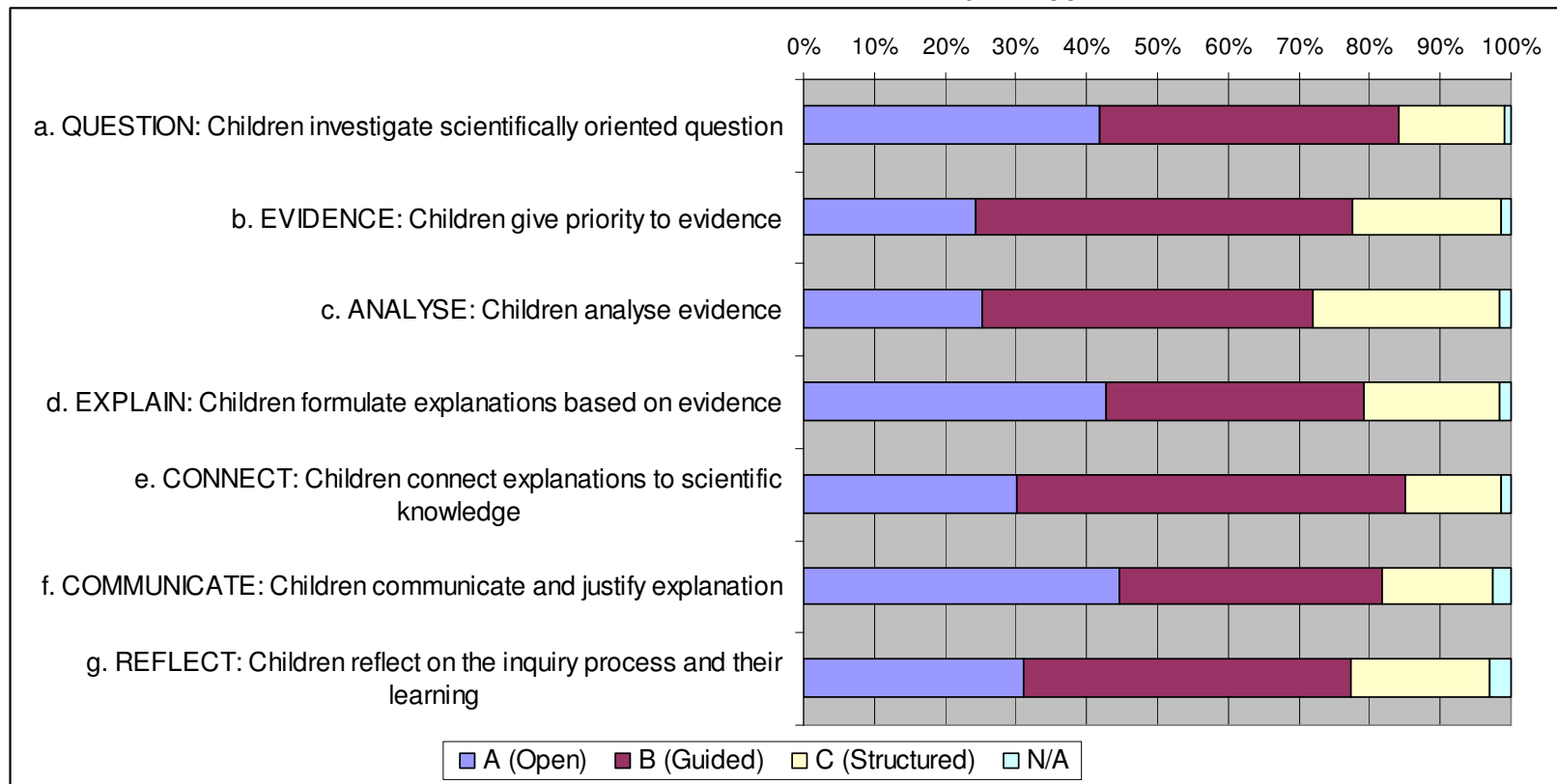
How often do you encourage children to undertake the following activities in SCIENCE?



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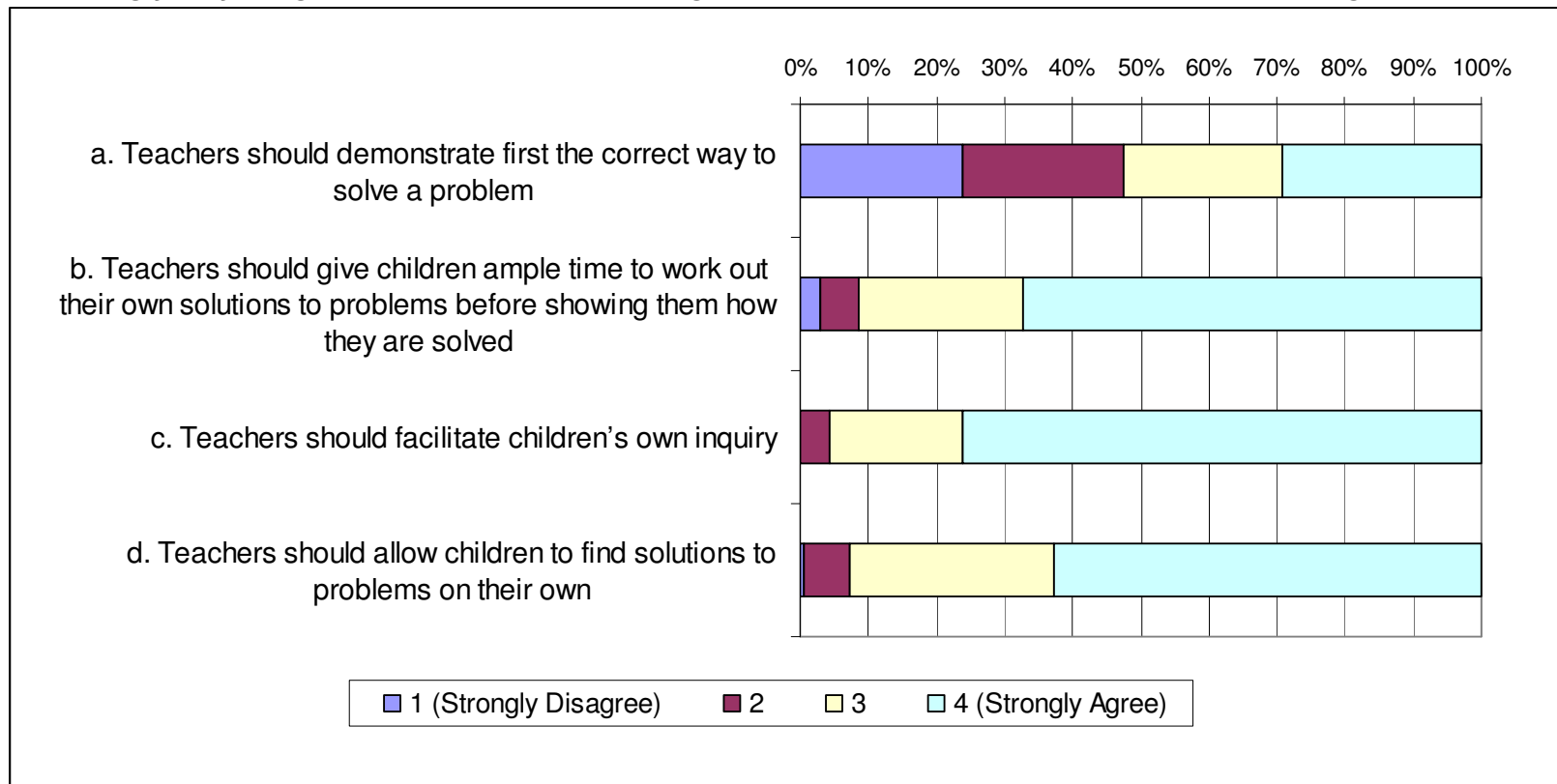
Please indicate the variation (A, B or C) that MOSTLY characterizes your approach in the SCIENCE classroom.



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How strongly do you agree with each of the following statements about the role of teacher in fostering INQUIRY skills?



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Conclusions:

As it concerns the basic characteristics of the INQUIRY learning in science education the participants estimated that they use more frequently “open” and “guided” approaches.



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Conclusions:

Most of respondents “strongly agree” that teachers should:

- “give children ample time to work out their own solutions to problems before showing them how they are solved”,
- “facilitate children’s own inquiry” and
- “allow children to find solutions to problems on their own” in order to strength the role of inquiry approach in science/mathematics education.



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Conclusions:

Romanian teachers assign a major in the assessment process to:

- the “knowledge and understanding of scientific processes”,
- “positive attitudes and increase of interest in science”,
- “positive attitudes and increase of interest in learning science” (more than 90 % answers fulfill the “important and very important” criterion).



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**For more information on
Creative Little Scientists
visit**

www.creative-little-scientists.eu



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Thank you !



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