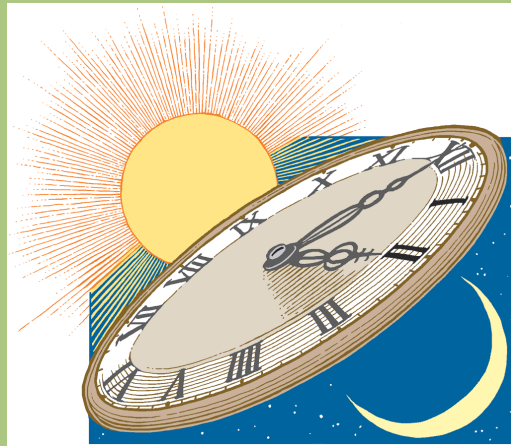


MindMerge

News



This contains important information-please read!

May 28th, 2008

New project moves forward - even more than last time

The deadline is now very near for the completion of the consortium (30 May), and there have been some developments.

More partners have joined and we are still in the process of finalising the list of partner countries and institutions. The deadline for this process is May 30th (Friday), as Hilde needs to send out and receive back the Memorandum of Understanding forms which are required for contractual reasons. Without an authorised person's signature on behalf of your University, on one of these forms, you will not be able to participate as a partner. You will find more information about the next steps below.

New Work Package

Because of the importance of the SINUS project, which involves IPN/Kiel, Bayreuth and a number of other German organisations, we have agreed to allocate WP3 to actions based on the materials, knowledge and experience from its successful implementation. This WP3 will focus on teacher collaboration as promoted by SINUS.

...and new partners

We welcome some new partners formerly involved in the PRODI group, led by Margareta Enghag from Mälardalen University Sweden and including the well-known science educator Phil Scott, from

the Centre for Studies in Science and Mathematics Education at the University of Leeds.

Work packages - new numbers

Due to the added SINUS package, the other work packages have been renumbered. We now plan nine thematic WPs. This seems to be the optimum number for management purposes. Each **thematic WP** will have **sub-packages** which will be the level where the **specific actions** required by the call will take place. There will be a thematic leader for each WP and a specific leader for each sub-package.

The internal grouping of the thematic WPs should allow for working groups to emerge more easily, although there will also be opportunities for collaboration across themes. This will be a very complex project and it is important to devolve the decision-making process outwards, with the ultimate aim of putting teachers and students first.

Work Package List

The current list of WPs is as follows:

- WP1 - overall management, led by Prof. Geir Karlsen, NTNU, Trondheim.
- WP2 - implications of innovative methods in science education for teacher education policy, involving all partners in collecting national data. Led by Prof. Doris Jorde, University of Oslo.
- WP3 - SINUS and teacher collaboration, led by Prof Manfred Prenzel, IPN, Kiel.
- WP4- the role of teacher micro-collectives in science education, led by Dr Michel Grangeat, Université Pierre Mendes-France/LSE, Grenoble.
- WP5 - Bringing innovative methods to Teacher education practice at all levels
- WP6 - scientific literacy and disciplinary boundaries - specific issues within the sciences
- WP7 - argumentation, dialogic teaching and contexts for the implementation of innovative methods, led by Margareta Enghag, Mälardalen

University, Vasteras, Sweden. This WP will also be working to bring the topic of sustainable development into science teacher education.

- WP8 - indicators and instruments, led by Prof Tina Seidel, University of Jena
- WP9 - advanced media production and dissemination.

We anticipate that all partners will have some direct involvement in WPs 2, 8 and 9, and of course will be involved in discussions relating to the other packages. If you have already submitted a contribution, it will appear in a more comprehensive document which we will circulate after May30th. The final organisation of Work Package participation will be complex, and we will circulate a matrix for cross-participation with that document

Urgent actions

1. If you are still thinking about participation, you must decide by 30th May
2. If you have decided YES, check whether your institution is supportive
3. If you still need to submit some material about your proposed action(s), we need it by 30th May. There will still be time for revisions, but it is important that we have a basic structure in place.
4. Book travel to Grenoble if you can make the meeting (not compulsory, but a big help).

Some of you have already sent ideas for WP contributions to Peter or Geir - thanks. If you are still thinking about what to do, and the information above doesn't give you enough direction, please contact Peter as soon as possible. At this stage the content and relevance of the ideas are more important than the quality of the writing.

More on the Work Packages

WP1 deals with the overall management, coordination and success of the project. The aim is for WP leaders to be involved in decisions as a group, without too many flights, but at the same time having productive meetings.

WP2 gathers the complicated strands of science education and teacher education policy reform and weaves them into a whole. Whilst projects such as PARSEL¹, SINUS² and Mind The Gap have addressed the important question of methods in science education, there are constraints on how teachers apply innovative methods. These need to be addressed at a systemic level. In order to develop leverage at the systemic level, we need to map the implementation, constraints and boundaries of innovative methods and their relationship to teacher education policy. This is the task of WP2.

WP3 will extend the learning from the SINUS and Sinus-transfer projects into the field of European teacher education

WP4 brings together current research in several partner countries which looks at the role of teacher collaboration and teachers' collective work in bringing innovative methods to bear on problems in science education, including problems of diversity. This will include the role of micro-collectives in mentoring new teachers

WP5 addresses teacher education practice in relation to science education, from initial teacher education to lifelong learning for teachers and teacher educators. It will be particularly concerned with actions to overcome the problems faced by new teachers in adopting innovative methods.

WP6 will connect current thinking in the field of scientific literacy to current thinking in the areas of teacher competence development. It will also include consideration of cross-disciplinary methods such as the use of drama, narrative and

competition, and the roles of technology and enterprise education in promoting scientific literacy.

WP7 pursues questions of argumentation and dialogic teaching within the overall context of improving science education through teacher education. Since argumentation and discourse are central to the kinds of constructivist classrooms in which genuine inquiry-based science can be pursued, science teachers need to be equipped with the conceptual tools and practical skills to facilitate dialogic teaching. This work package will also include work on disciplinary differences in relation to constructions and conceptions of science in the classroom.

WP8 complements the other WPs by developing and coordinating a variety of instruments, indicators and methods by which the success of the project actions can be measured. This is essential for the scientific quality of the project, but we also intend that the instruments and indicators will be intrinsically useful to science teachers and teacher educators in formative assessment of practice.

Finally, **WP9** will focus on the development of deliverables from all the work packages, with the task of ensuring production quality and extensive dissemination. In the case of deliverables which take the form of events, the objective will be to use technology to capture learning outcomes. In the case of training packages, we will aim to produce re-usable models and materials which can be delivered directly to teachers or used to train teacher educators. The work of WP9 will also involve media collaborations in order to improve young people's image of science education as required by the Call.

¹ <http://www.parsel.uni-kiel.de/cms/> : addressing Popularity and Relevance of Science Education for Scientific Literacy

² <http://sinus-transfer.uni-bayreuth.de/programm/ueberblick.html>

The Grenoble meeting: June 16th



Although we plan to circulate a draft proposal before the meeting, it is your project and we are expecting to change many aspects of the document as a result

of your input. It will also provide an opportunity to establish relationships within and across the work packages, based on mutual discussion of the issues involved and expertise required.

As the deadlines have been very tight for the project, we fully understand if you are unable to come to the Grenoble meeting. Given the size of the project and the fantastic quality of the people involved it would be surprising if everyone was able to attend. We will make every effort to keep people informed and consulted. It will be necessary for the smooth running of the project to accept that meetings have to go ahead and take action with less than the full complement of partners.

The meeting is scheduled for a full day (and an evening dinner) so if at all possible **you should arrange travel for Sunday 15th and Tuesday 17th June.**

Travel to Grenoble

The most likely destinations for flights are Geneva and Lyon St Exupery. From Lyon there is a good airport bus service to Grenoble. For Geneva, we will probably be able to collect you from the airport, please contact Peter when you have flight details. We have block-booked a hotel, the Gallia in Grenoble and you should contact them to confirm your reservation by 5th June.

www.hotel-gallia.com

Directions to the hotel and meeting venue will be circulated once we have confirmed your attendance.

We regret that there is currently no funding for hotels and travel costs. Hilde Roysland will be able to issue an official invitation if your institution requires one.

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We look forward to a productive partnership and an enjoyable collaboration!

A WP9 Production