

S-TEAM News No.2

**Science-Teacher
Education**

Advanced Methods

**A phase change in
European Science
Education**

June 23rd, 2008

Science

Technology

Engineering

And

Mathematics



**48% of all the drinkable water in
the USA turns to steam....**

**Bad news - new WP numbers -
again! Good news...not for
everybody.**

Firing it up - the first BIG meeting

It is of course very early to think about a start-up meeting, but you all have busy lives....so we suggest that you put the following dates in your diary NOW.

**Thursday 7th & Friday 8th May
2009**

In the (unlikely) event of failure to receive FP7 funding from this call, we can either take a couple of days off, or meet anyway to plan the next stage, since there will be other funding opportunities, and with such a strong network we will be well placed to apply. Anyway...

This will be a very important meeting and it is essential that all partners attend, especially those who are directly involved as WP leaders or national contact points. It will also be an opportunity for doctoral students and others working on PoDs to

meet each other. It will be a full two days so you should plan to travel on Wednesday 6th and Saturday 9th. There may be a need for WP leaders to meet on Sat 9th but only in the morning.

Yes, but where?

We mentioned in the Grenoble meeting that we should attempt to find a central point for meetings of the project management board. For the start-up meeting, however, we will need a venue capable of holding around 70-80 people, ideally with on-site accommodation, not too far from an international airport, with good coffee and an industrial-size photocopier. Any suggestions?

**More about the Work Package
restructuring**

Although the proposed level of overall funding looks impressive, it begins to shrink once the multiple requirements of the Call are considered. The overriding priority is for the 'broadest possible coverage' and this means reaching the largest possible number of teachers, schools and teacher education institutions. As you know, we have comfortably exceeded the minimum requirement of ten countries, and we have multiple partners in many of the 15 countries involved. This is absolutely necessary in order to demonstrate that we can 'upscale' the implementation of investigative methods as required by the Call. So you may not be able to fund a full-time Prof.

But...

Of course it also means that some difficult decisions need to be made in allocating resources.

Some of the WPs have a clear need for either administrative time (WP1, WP10) or researcher time (WP2, WP9) throughout the life of the project. This will provide continuity and stability of support for the smaller PoDs. Equally, the ‘content’ WPs, from 3-8, will need people in the centre of things for a reasonable proportion of the project period, for similar reasons.

As I mentioned in the last newsletter, many of the benefits of participation will be generic. **It is neither allowed in the Call, nor necessary to respond to it, for there to be major new research projects within any of the WPs.**

The major thrust of the project is therefore to gather existing experience, form networks and promote dissemination activities. Some of that will fall into a grey area which looks like research but isn't.

For example, the first activity which might take place in your own context is a national or regional workshop to find out what the real issues are around science teaching and to alert teachers and others to the existence of the project. This in itself will be both research and dissemination, since teachers are good at talking to each other if given the opportunity. If you listen, you are doing research.

If you find that you have a small PM allocation, think about how you might use that to reach the maximum number of teachers and other stakeholders.

What we mean by ‘reach’ is:

1. They need to hear about the project and see it as useful and relevant to their teaching and learning.

2. They need to be able to do something, as a result of the project, which they could not do before.
3. They should feel positive about their contact with the project
4. They should be able to report positively about benefits for their pupils or students.

Do we need FP7?

Of course, this is the funding stream we are most interested in. But €4.78m is not a huge amount of money in relation to the future of Europe. Who else might be able to provide this funding? Remember we are talking half the annual salary of a well-known football coach, or about 5% of the unit cost of a single Eurofighter Typhoon. If a single pupil from a single science class is inspired by S-TEAM and produces a fusion energy solution. it will pay off a million per cent. So keep thinking...

Also, the S-TEAM network already exists, thanks to you, and to NTNU and their willingness to fund development work. So you don't have to wait until next year to use it. Do it now. Once it is tidied up, I will circulate a list of the various PoDs and additional contact details for this purpose.

National contact partners (NCP)

All the methods, techniques, practices and bodies of knowledge, which the project will disseminate, originate in national contexts. They will also need to be disseminated in national contexts once they have emerged into the European space represented by the S-TEAM project. There are therefore two important roles for a national contact point:

1. Feeding information about national policy and practice to WP2.
2. Contacting, and creating networks with, national stakeholders, especially policymakers

As we have multiple partners in some countries, it will be helpful to have one of them as the NCP. We have guessed that the following list reflects the most likely choices. If you are a NCP, this would

be a good time to contact any other partners in your country and establish a working relationship if you don't have one already. Of course, if you are the only partner in your country then you are automatically the NCP anyway.

Country	NCP
Cyprus	European University
Czech Republic	University of Southern Bohemia
Denmark	University of Copenhagen
Estonia	University of Tallinn
Finland	University of Helsinki
France	Université Pierre Mendès-France
Germany	IPN, Kiel
Hungary	Hungarian Research Teachers' Association
Israel	Technion-Israel Institute of Technology
Lithuania	Kaunas University of Technology
Norway	NTNU
Spain	University of Santiago de Compostela
Sweden	Mälardalen University
Turkey	Hacettepe University
United Kingdom-England	University of Bristol
UK -Scotland	University of Stirling

The contact details will be circulated once everyone has agreed this list and decided (if necessary) on a specific person for the task.

Other stuff...

A revised draft of the proposal will be circulated as soon as possible, but at the latest by the morning of Tuesday 24 June. Any comments, by page number, should be returned as a Word file with the filename

ST-comments-(your institutional acronym)-0608

Please do NOT send the proposal file back with tracked changes, it takes too long to deal with these.

If you have any further revisions of PoDs which you want to be taken into account, please send these with the following filename:

ST-Pod-(your acronym)-0608

The notes from the meeting are being circulated as a separate document.

Work packages and benefits packages

It is important to remember that this project is not just about funding you to produce something as part of a work package. There will also be benefits which all partners will receive, irrespective of their deliverables. You will be sharing the results of the biggest project on science education and teacher education in Europe, and you will be able to use the network to share research and practice, regardless of the specific needs of the project. You will be involved in some significant conferences and workshops, and your name will be on everything we produce. So it isn't just about person-months!

Credits for Grenoble

Thanks to Michel and colleagues at IUFM, especially Isabelle Jacolin for photocopying and coffee, and Pierre Imbert for that extra extension cable, just when we needed it. Also to NTNU for the solid part of dinner and IUFM for the liquids. Iva & Jan for the airport pickups, thank you again.

Colin and Allan from Stirling for (excellent) note-taking and recording. And everyone who took the 0622 without complaining.

Contact	email
Geir Karlsen - project leader & WP1	Geir.karlsen@plu.ntnu.no
Peter Gray - project coordinator	graypb@gmail.com
Hilde Røysland - project administrator	hilde.roysland@svt.ntnu.no
Leader WP2	doris.jorde@ils.uio.no
Leader WP3	prenzel@ipn.uni-kiel.de
Leader WP4 & coordinator for Grenoble	michel.grangeat@upmf-grenoble.fr
Leaders WP 5/6/7/10	To be arranged
Leader WP9	Tina.Seidel@uni-jena.de

Participants at Grenoble

Name	From
Geir Karlsen	Norwegian University of Science and Technology, Trondheim
Hilde Roysland	as above
Per Andresen	As above
Margareta Enghag	Mälardalen University, Vasteras, Sweden
Matthias Stadler	IPN, Kiel, Germany
Dalius Dapkus	Vilnius Pedagogical University, Lithuania
Nijole Ciuciulkiene	Kaunas Technological University, Lithuania

Name	From
Doris Jorde	University of Oslo, Norway
Michel Grangeat	Université Pierre Mendès-France, Grenoble
and Pascal Bressoux, Patrick Mendelsohn, Joëlle Aubert, Pierre Imbert, Gwenaëlle Joët, Nadia Leroy (Grenoble) & Pascale Montpied (ENS Lyon)	
Andrée Tiberghien	Université Lyon-2, France
Jim McNally	University of Stirling, Scotland, UK
Allan Blake	as above
Colin Smith	University of Stirling, Scotland, UK
Maria Pilar Jiménez Aleixandre	University of Santiago de Compostela, Spain
Bob Evans	University of Copenhagen
Iva Stuchlikova	University of Southern Bohemia, Czech Republic
Jan Petr	As above
Liselott Forsman	Abo Akademi University, Finland

WE ARE:

Norwegian University of Science and Technology (coordinator) University of Oslo Université Pierre Mendès-France, Centre National de la Recherche Scientifique University of Bristol Kaunas University of Technology University of Southern Bohemia Vilnius Pedagogical University University of Copenhagen University of Leeds Friedrich Schiller University of Jena University of Stirling Leibniz Institute for Science Education at the University of Kiel Universidade de Santiago de Compostela Helsinki University University of Tallinn Technion – Israel Institute of Technology Mälardalen University Hacettepe University Hungarian Research Teachers' Association Abo Akademi University Gazi University Aarhus

Special Supplement: Molecular Structure¹ of the project- Who does what and with whom?

This is the situation based on the proto-matrix as released into the wild by Hilde last Wednesday. This was produced by the Gang of Five and a Half during the post-meeting in Grenoble on Tuesday, and was compiled on the basis that certain jobs would have to be done and certain partners had specific interests which could easily be linked to WPs.. Due to lack of time, we couldn't discuss individual PoDs, but these have been taken into account since the original matrix was compiled.

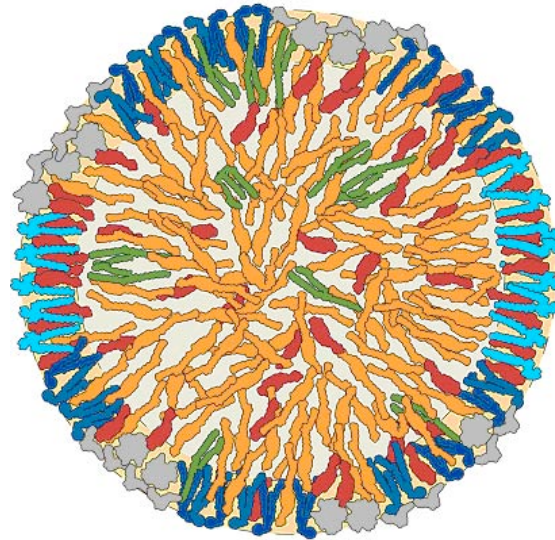
We are aware that some of the allocated PM figures do not add up to what you might have expected. Equally some of the PoDs have been bruced², meaning that if they don't fit the Call they have been made to fit, or worse.

There will be a flurry of emails calling for adjustments, and we will undoubtedly be making some changes once the cost picture emerges from Per Inge's laptop. We will try to make the allocation fair, but it is not possible to keep everyone in the project at the same level of PM-ness. And anyway, do you really want more work?

Remember, most of the benefits from the project will accrue to you anyway, regardless of how big your PM allocation is.

WP1: NTNU are taking the lead in the management of the project. All Thematic WP leaders are automatically part of the management board and have been allocated one PM each to fulfil this role.

WP2: Oslo are leading, and all national contact partners have been allocated one PM to fulfil this role.



WP3:
IPN
are
leading
and all

national
contact partners have been allocated one PM to fulfil this role.

WP4: UPMF are leading, with the probable participation of, CYCO, HRTA, NTNU, UOS

WP5: UOS are leading on the ITE/new teacher package

WP6: CYCO are leading this package on professional development

WP7: USC are leading for the purposes of the application, with UnivBris (can that really be the acronym?) in joint leadership for internal purposes. (unfortunately joint leadership is not permitted on the A Form)

WP8 is the old WP6, led by DSE

WP9 is led by FSU (Jena) as before

WP10 is provisionally led by me, since I did a course on Fellini once, and also I once spent a week editing a workshop manual. But I'm easy...

¹ It's a lipoprotein courtesy of Helsinki University of Technology, Laboratory for Computational Engineering

² Reference to Bruce Reed, mild-mannered Framework Programme super-hero at NTNU

An Interesting report for you on Science achievement and literacy in Scotland, stuffed with indicators:

<http://www.scotland.gov.uk/Resource/Doc/1038/0061218.pdf>

Who is doing what...by partner

This is a working list which is based on the post-Grenoble discussions but is NOT finally fixed.

1. NTNU is involved in management (WP1-36) and dissemination (WP10-36)
2. Oslo (UIO) is involved in policy overview (WP2-36)
3. UPMF is involved in teacher collaboration (WP4-36)

Comments and proposed changes

Remember, the more PMs you have, the more responsibility you have as well, probably increasing as the square of your PM figure. Don't say I didn't warn you....

1. WP1 seems uncontroversial
2. WP2 - is one PM per NCP enough?
3. WP3 - seems OK so far
4. WP4 - do we need to rebalance UOS/CYCO/NTNU in relation to UPMF?
5. WP5(new) - this now forms the Initial Teacher Education package resulting from the splitting of WP5 (old version). The split was necessary to reduce the size of WP5 (old) and to make the overall WP structure more logical). Also we have included 6PM for HRTA to produce a parents advisory booklet, since this would result from teacher collaboration - this provides a home for this and better balance between WPs.
6. WP6 - the other half of 5, professional development.
7. WP7 - Not finalised

8. WP8 - the old WP6, not changed much
9. WP9 - as before
10. WP10 - as before but with more stress on dissemination and the more far-fetched items removed