



PROPOSAL PART B
ICT PSP sixth call for proposals 2012
Pilot Type B

ICT PSP Objective (and sub-objective) identifier: **2.3: eLearning**

**A World of eLearning tools and resources for Scientific Disciplines
 just a click away with...**



INSPIRING SCIENCE EDUCATION

Description of the issue and proposed service/solution

In the framework of the **Inspiring Science Education** project the consolidation of good practice will be achieved by:

- a) *Bringing into the classroom a unique collection of digital resources and tools that are based on real-world problems.* The resources will involve students in finding their own problems, testing ideas (from small to big ideas in science), receiving feedback, and working collaboratively with other students or practitioners beyond the school classroom. The *eLearning* tools will provide scaffolds that enhance learning, support thinking and problem solving, model activities and guide practice, represent data in different ways, and form part of a coherent and systemic educational approach.
- b) *Giving students and teachers more opportunities to evaluate the quality of their own thinking and products for feedback, reflection, and revision.*
- c) *Giving students and teachers the opportunity to interact with working scientists, receive feedback from multiple sources.*
- d) *Building local and global communities* where teachers, teacher trainers, education policy makers, parents, students, practicing scientists and other interested members of society are included in order to expand the learning environment beyond the school walls and expand opportunities for teachers' professional development. This will include helping teachers to think differently about students and learning, reduce barriers between students and teachers as learners and creates new partnerships among teachers, students and parents.

Target users and their needs

Many studies, surveys and the widely accepted understanding of education analysts suggest that the critical evolution of the school system has to do with the changes related to the role of the teacher. Everybody is convinced that we need to cater for more demanding jobs, which will ask for high-end competences related to knowledge and skills acquisition and cognitive procedures as well as to communication and project management. This also implies strong linkage to the emerging knowledge building schemes, whereby information i.e. content with potential and varying learning value (sometimes named "learning materials") is being developed, shared, used and re-purposed dynamically, especially through communities of common interests (see the parallel of project/subject or age-defined classrooms in the schools).

Participants:

