

PROFILES

Co-operative networking

PROFILES will set up a project network, offering the possibility to interested colleagues to cooperate in the **PROFILES project network**. **Examples to be promoted through the network include** discussing teaching ideas, exchanging teaching materials, promoting best practice, offering needs-driven seminars, workshops and exhibitions, at a local, regional, national and international level.



You can contact the **PROFILES project network** via:

www.profiles-project.eu



SEVENTH FRAMEWORK PROGRAMME
5.2.2.1 – SIS-2010-2.2.1
Grant agreement no.: 266589



PROFILES

PROFILES is an European project reaching beyond European borders. It is a network of 22 partners from 20 countries, among them being



The International Council of Associations for
Science Education



UCC

Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

University College Cork

The major role of UCC / ICASE is **dissemination of:**

- PROFILES philosophy.
- Teacher professional support mechanisms.
- Teaching modules based on a PROFILES model.
- STL; Education through Science; IBSE teaching promoting meaningful science education competencies in students.
- Enhanced student intrinsic motivation.
- Teacher efficacy development.
- Student gains (attitudinal; cognitive).
- Teacher networking at school, local, national, worldwide levels.

The **PROFILES project group** for UCC / ICASE can be reached through:

Dr. Declan Kennedy,
Senior Lecturer in Science Education,
Department of Education, Eureka Centre,
University College Cork, Ireland.
Tel (office): + 353 (0)21 4903469
Tel (mobile): + 353 (0)86 1002226
Fax: + 353 (0)21 4270291
E-mail: d.kennedy@ucc.ie



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PROFILES

Professional Reflection-Oriented Focus on Inquiry-based Learning and Education through Science



www.profiles-project.eu



Supporting and coordinating actions on innovative methods in science education: teacher training on inquiry based teaching methods on a large scale in Europe



PROFILES

Professional development

Interested teachers will be given the opportunity to enhance their professionalism in a collaborative, needs-driven setting through becoming familiar with the PROFILES approach by:

- adapting and using **PROFILES teaching materials** in their teaching;
- taking part in local and regional **PROFILES teacher development seminars/workshops**;
- participating in **PROFILES long-term teacher professional development courses** which concentrate on promoting teacher self-efficacy of IBSE teaching, leading to teacher ownership of motivational strategies to enhance students' scientific literacy;
- being actively involved in the **PROFILES project network** and in guiding other science teachers to be aware of the PROFILES concept,
- visiting one of the **(international) PROFILES conferences** in Berlin ...

The **PROFILES team** is looking forward to your active interest and participation!

For more information about the **PROFILES** see: www.profiles.eu or <http://chemweb.ucc.ie/Pro2/PROFILES-ucc.htm>



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Reflection-oriented focus

The **focus of the PROFILES project** lies in **promoting reflection-oriented teaching, where this enhances students' scientific literacy.** Emphasis is put on the promotion of the teachers' scientific and pedagogic/didactic competencies, as identified by the teacher, especially in IBSE and approaches that promote this.



First, the professional development needs of the participating teachers will be ascertained by use of a so called 'gateway' method. The interests and needs of the teachers will be the basis for repeatedly organized, professional development/collaborative interaction meetings, in which IBSE strategies, inclusive of student motivational teaching alternatives are developed and tried out in the classroom setting through co-operative session supported by a PROFILES leader.



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Inquiry-based learning

A central focus in the PROFILES project is the philosophy of "Education through Science" which could be interpreted to mean:

"Education as the learning focus, approached through Science as the vehicle"

PROFILES lessons ...

- reflect the **affinities and needs of the students**;
- relate to **students' everyday life**;
- reinforce and promote transfer of scientific **concepts, which are age-appropriated**;
- **crosses interdisciplinary borders**;
- incorporate "**Inquiry-Based Science Education**" (IBSE) approaches, ensuring development of student' scientific problem solving abilities;
- reinforces learning in competency domains and cross-curriculum topics, as determined by **National Education Standards** in many European countries;
- guide students to **reflect and make justified decisions in a socio-scientific setting**;
- aim at **intrinsically motivated learning** inside and outside the science classroom ...



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