

E-Learning from Nature and Junior Certificate Science

29 September 2017

Birštonas, Lithuania

Participants

A total number of 45 participants were involved in the event. They were Primary school teachers, psychologist, principal of the school, university teachers. The subjects covered by the teachers were Chemistry, Physics, Biology, Technologies, Geography, English, IT.

Minutes

On 29 September 2017 Trakai district Municipality Pedagogical Psychological Service (Trakai Educational Assistance Authority) organised an important event involving a total number of 45 participants? The participants were split in 4 groups and each working group focused the attention on a specific thematic of the project.

First focus group

Address low achievement in science basic skills through the promotion of problem-based and real life learning scenarios

Topics

- Visiting organizations, to see how it works in reality helps children to absorb new information better;
- Experiential learning through contact with nature;
- Such lessons should be teamwork of whole school;
- Develop public speaking skills;
- Using IT for education purpose.

Conclusion

- At least one lesson per month “different lesson” – lesson outside;
- A day for project activities when there would be possibilities to go to visit specialists;
- Changing education content, making sequential lessons (connections between lessons);
- Qualification courses for teachers due to prepare them on working with real or problematic cases scenarios during the lessons.

Second focus group

Adopt new methods and tools based on collaborative and innovative practices to strengthen science education performances at secondary school level

Topics

- *Difficulties on choosing theme;*
- *Usability and appliance of E-lesson;*



- *Benefits for younger classes children: primary schoolchildren, 5-6-7th graders;*
- *The relation with nature, it is changing when children go outside;*
- *Evaluation: results (academically) and the processes;*
- *Administrative challenges;*
- *It is necessary to educate during the excursion, incorporate into education plans.*

Conclusion

- Teachers have to collaborate.
- To bring schoolchildren outside into the nature is advantage for teachers and for children (especially for younger ones), because it changes the point of view to the nature, understanding, interest in nature. Also it involves children from different levels, makes circumstances for them to collaborate.
- For making videos it is needed to give concrete roles, also additional people because children not always can take videos in the way it was needed or imagined.
- For some science subject it is difficult to choose the theme (especially for elder schoolchildren).
- Administrative challenges.
- We are offering to include lessons outside into education plans.

Third focus group

Implement innovative approaches to science teaching and learning through an aware use of ICT

Topics

- ICT is not innovative if that is used just to enrich the presentation. ICT as innovation now is used or could be used in 3D visualisations and virtual laboratories due to give opportunity for students to develop their understanding of the processes, results, various systems from inside (as an examples: virtual chemistry laboratory where students can make tests with chemical elements, soaks, etc. and see the results; or opportunity for students to see inside human body from organs till the molecules, etc.).
- There is necessity to prepare teachers for working with ITC, introduce methods, programs due to apply it for lessons: it should be included in universities for pedagogy study programmes; for current teachers needed massive seminars; needed more visits in other schools (national and abroad) due to see and get good practise from other.
- Due to a lot information and programmes around there should be the source of concentrated information: government institutions responsible for education system should be aware and prepare the list of innovative, newly created and most usable ICT programmes, tools, give recommendations for teachers.
- ICT can be used working with 1-8th grade students when it is needed to get interested and motivate to learn because later students are should be linked to achieve results.
- Students know how to use ICT but they are using it inexpedient, outrageous, mostly limited just in social networks.



Conclusion

- Teachers have to spend more time due to prepare lessons with best ICT tools, there could be source were they can find the best tools with recommendations/presentations.
- Involve more young generation teachers.
- It is needed all the time upgrade the ICT equipment – interactive boards, tablets.

Fourth focus group

Promote of a learner centred pedagogical approach to science teaching and learning by using innovative learning by teaching experiences

Topics

- Filming the lessons and content of them;
- Motivation from the beginning of school;
- When 5-8th graders go outside more often, later those students are more successful in teamworking, collaborating with classmates;
- Teacher is as an consultant in nature;
- For children with different skills – different level tasks;
- Revealing gained skills in unformal way, to adapt those in practise;
- Collaboration between teacher and student.

Conclusion

- Collaboration between different science subject teachers.
- As often as possible make lessons for 1-8th graders in the nature that later they could have more motivation work in classes.

