

Title	CLUE - sScientific Literacy for fUture gEnerations
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Goal(s)	<p>A big part of students study sciences at school but are they scientific literate? Testing for science "facts" is easy. Testing for understanding in science is pretty tough. So, with this project we want to prepare the young generations to be able to read and understand articles about science in popular press and to engage in social conversations about the validity of the conclusions.</p> <p>Specific aims:</p> <ul style="list-style-type: none"> - To promote the learning science as an active process. - To develop scientific literacy skills in young people. - To be able to read and understand articles about science in the popular press. - To understand national and local decisions on problems and to express position that are scientifically and technologically informed. <p>General aims:</p> <ul style="list-style-type: none"> - To promote the collaborative work. - To promote critical and creative thinking - To improve the ICT skills - To improve English communication skills - To increase the cooperation between teachers of different subjects.
<p>Activities that help your students to better connect their learning in different settings (in and outside of the classroom)</p> <p><i>around 80 – 100 words</i></p>	<p>This is a proposal to an eTwinning project. So, the students must collaborate and working in small international teams to:</p> <ol style="list-style-type: none"> 1. Choose articles in International press to explore scientific information; 2. Plan a project to provide the scientific information in a form that is understandable to the general public; 3. Collaborate with partners using the forums in TwinSpace (space available on eTwinning projects) and web tools to share and collaborate (example: Google Drive, Padlet, and so on). 4. Organize the results from the work on TwinSpace; 5. Present the TwinSpace to their colleagues during in a Live Event (videoconference); 6. Present the results for parents and other colleagues and teachers.
<p>Elements of personalized and/or collaborative learning approaches</p>	<p>Students will discuss and choose in an international team, depending on their preferences, the scientific areas to search articles to explore. This work will by do a distance. So, students need found strategies to collaborate. For instance, students must use forums and collaborative documents shared online.</p> <p>Inside the group each student have a task (leader, keeper, creative, presenter) and they will divide work to be more productive and for all group achieve the learning.</p> <p>All stages are supported by teachers and students have frequent feedback.</p>

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How will these activities empower your students' learning?	<p>Students are always involved in different kind of activities:</p> <ul style="list-style-type: none"> - Searching information; - Sharing and discuss information with colleagues; - Making a summary of the information; - Collaborating and working as an international group; - Fostering digital competences and using digital tools for communicating with colleagues and to learning, practicing and presenting their work; - Peer-evaluation of the activity; - Expressing opinions and giving feedback to colleagues. <p>This way, students and engage with your own learning process.</p>
Challenges	<p>Learn to do a research and a collaborative work in a productive way.</p> <p>Using digital tools for communicate, for collaborative work and to present the products.</p> <p>Taking the role in the team and solving the work tasks in a responsible way.</p>
Timeline	<p>January: Create international teams; Choose articles in International press to explore; Logo contest</p> <p>February: Define the questions to explore based on the article; Plan a group project to make an intervention at school or local community based on the article; Prepare noticeboard to give info about some mostly used scientific terms</p> <p>March: Students choose a scientific topic which they think is vital for society and prepare a presentation or video to inform people.</p> <p>April: Watch a scientific speech/a short video or documentary and discuss the language used and the understanding; An activity about the scientific language used in some commercials.</p> <p>May: Project evaluation</p>
Who to possibly involve	<p>Teachers from different subjects: Biology, Geology, Physique, Chemistry, Maths, English and Philosophy.</p> <p>Maybe, some experts in the areas chosen by students in the scientific articles.</p> <p>Parents to participate in final presentation.</p>
Resources	<p>Smartphones, tablets, computers, projector, webcam.</p> <p>Internet.</p> <p>Digital tools (examples: TwinSpace, Google Drive, Ticer, Padlet).</p>