

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, one among them being



The International Council of Associations for Science Education

The major role of 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 ICASE** can be reached through:

*Prof. Jack Holbrook, Past-president ICASE
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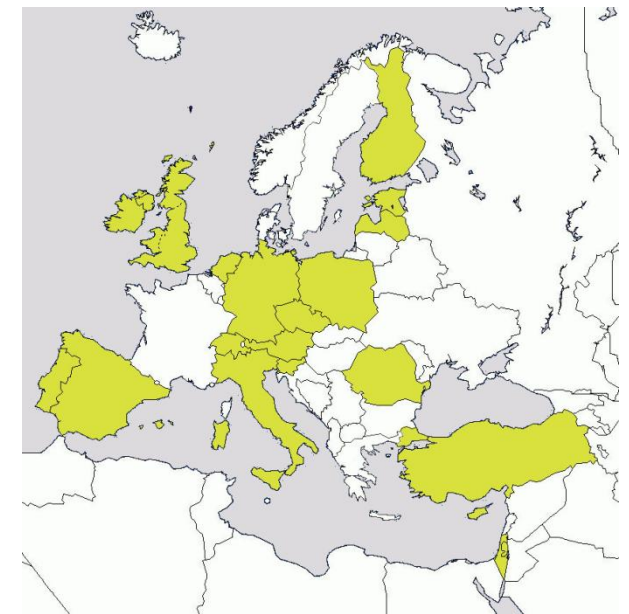


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PROFILES

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



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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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