

## PARTNER SEARCH FORM

<b>Name of Organisation</b>	<b>UNIVERSITY OF THESSALY – DEPARTMENT OF BIOCHEMISTRY AND BIOTECHNOLOGY</b>
<b>Type of Organisation</b>	Public Body
<b>Call</b> - Title and call identification - Funding programme - EC service - Link to the call document - Submission deadline	Erasmus+ EAC/A04/2014 Key Action 2: Capacity building in the field of youth <a href="http://eacea.ec.europa.eu/erasmus-plus/funding/capacity-building-in-field-youth-2015-round-1_en">http://eacea.ec.europa.eu/erasmus-plus/funding/capacity-building-in-field-youth-2015-round-1_en</a> <b>3 April 2015</b>
<b>(Preliminary) Title of the Project</b>	<b>Science Education in Europe: Looking at 2020 through the lens of Biology</b>
<b>Outline of the project idea</b>	<p>Literacy, numeracy, science, and technology are the foundation for further learning and are a gateway to employment and social inclusion. As such they are considered basic skills in Education and Training 2020. In Europe, approximately 20% of the young generation is not equipped with these basic skills and the Thematic Working Group on Mathematics, Science and Technology has worked on guidance on effective policies to raise pupils' attainment levels in mathematics and science.</p> <p>To that direction, <b>science teaching in compulsory education (ISCED1, ISCED2)</b> is expected to be an important determinant of future achievement in science. Steering documents in European countries mention various forms of active, participatory and inquiry approaches to science education from primary level onwards. However, different organizational models of compulsory education are employed in Europe that also shape the relevant curricula. The diversity of teaching models across Europe offers a great opportunity for comparative study and assessment of pilot application of teaching systems in early compulsory education.</p> <p>Science should be taught in context and usually this involves teaching science in relation to contemporary issues. Contextual teaching and thinking is considered an asset for training high achievers and potential life-long self-learners. Currently, work at European level focuses on increasing the number of graduates, particularly women, in mathematics, science and technology subjects. Strategic frameworks for the promotion of science education normally include the improvement of science teacher education as one of their objectives. School partnerships, science centres and similar institutions all contribute to teachers' informal learning and may provide valuable advice. 'Creating a rich spectrum of teaching situations' based on collaborative or project-based learning and inquiry- or problem-based learning are frequently addressed. However, dealing with diversity, i.e. teaching a diverse range of students, taking into account the different interests of boys and girls, and avoiding gender stereotypes when interacting with students, is addressed less often in teacher education programmes.</p>

	<p>Biology is the science of life; it builds awareness of ourselves, our living surroundings, our daily habits; it contributes to our global citizenship and conscience; it offers great physics and chemistry paradigms; it supports the rapidly growing bio-economies of the planet.</p> <p><b>This project aims at using biology education from pre-school and primary school years to establish a challenging relationship between pupils and science.</b> The diverse European educational practices will be fully deployed to distill valid experience and draw pathways to science education. Schools, Universities, Research Institutes and Education Organizations will collaborate, utilizing digital tools, mobility schemes, job shadowing, to design novel teaching approaches and teachers' training modules to promote fundamental biology teaching in early compulsory school years.</p>
<b>Foreseen duration of the project</b>	24 months
<b>Partner(s) Sought</b>	<p>We are seeking representative partners from three different groups of countries:</p> <p><i>Group 1:</i> Norway, Sweden, Finland, Denmark, Estonia, Croatia, Bosnia, Bulgaria, FYROM</p> <p><i>Group 2:</i> Italy, Spain, Portugal, France, UK, Ireland, Romania, Poland</p> <p><i>Group 3:</i> Germany, Austria, Netherlands, Belgium-Flanders, Lithuania</p> <p>Partners can be Universities, Research Institutes, NGOs, Scientific Societies, Primary Schools and their Associations, Education Policy Organisations</p> <p><i>Partners are required to have a PIC number.</i></p>
<b>Answers expected before</b>	15 March 2015
<b>Contact Person</b> - Name, Surname: - Function: - Organisation: - Tel: - E-mail:	<p><b>Dr Aikaterini MOUTOU</b>  <b>Associate Professor, Vertebrate Biology</b>  <b>University of Thessaly, Volos, Greece</b>  Tel.: +30 2410 565279  <a href="mailto:kmoutou@bio.uth.gr">kmoutou@bio.uth.gr</a></p>

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