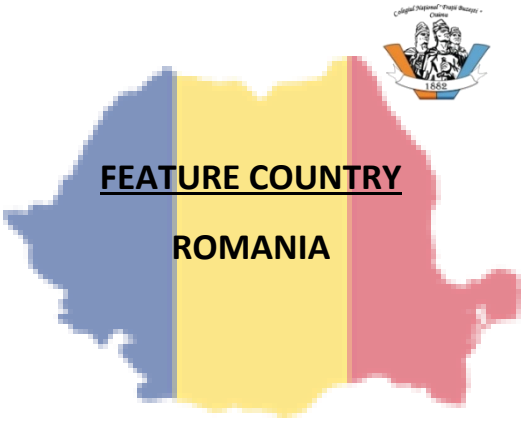
An Easy-to-Integrate Way to Engage Secondary School Young Students in Science Learning

https://youngsciencedetectives.eu/

Activities Highlight

STUDENTS have received guidance for the science mission according to the open science schooling methodology. They have engaged in the first long period of critical science, detecting, and creating valuable experience and storytelling from these science missions. Some of the students had already participated to open science schooling projects, which helped them and their colleagues to start to work on the new project and to introduce new ideas.

TEACHERS do their best involving into the Project activities not only students but their parents and other members of the community. Their aims are
1) Show the capacity of families encouraging the child's curiosity towards science
2) Empower and enable parents and/or siblings to be the role models developing the child's positive attitude towards Science
3) Use the 'Covid-19" situation in favor of the project activities and to learn from the experience.



C. N. "Fratii Buzesti" Romania

Student teams identified local community problems related to the high level of pollution in the city. From March to September 2020, they have investigated the major sources of pollution in their city, made experiments, elaborated written reports, and made informative videos about their project. One of the challenges they have faced is the lack of devices to measure pollution levels in the air, water, and soil. In this local newspaper article you can learn more in details about this exciting students' mission!

The Consortium

Many say that the year 2020 was a lost year due to the Covid-19 pandemic. Imposed remote education, social isolation measures, and health concerns for all were a few of the challenges that students and teachers around the world faced. Rising above challenges, the European secondary school partners who are part of the Young Students as Critical Science Detectives, through the monumental effort of teachers and students, have successfully implemented the 1st round of science missions. For all, *adaptability*, *flexibility*, and *dedication* were key strategies.

In Greece, communication, and collective time with students during lockdown periods were purposefully limited. The teachers then gave students small weekly tasks that could be easier develop. In Lithuania, although the progress of their project activities slowed down, teachers developed a work plan suitable to be implemented during and after the quarantine. In Poland, the pandemic required a transformation of teaching and learning methods, demanding more work for both students and teachers. Teachers prepared tutorials for students, but some students still faced problems that needed to be treated individually, e.g. access to Internet connectivity. In Romania, teachers and students have missed contact meetings with the local participants of the project, especially for collecting feedback about the students' work. But the teams have been quite active in online conversations to overcome this issue.