

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



<https://youngsciencedetectives.eu/>

Highlights of the First Science Missions

STUDENTS shared that the pandemic disoriented them at first. Because of school closure, students felt a lack of guidance and mentoring in the beginning. However, with teachers support, they still managed to engage in hands-on and practical activities, which for them were the most important parts of the projects. They appreciate thinking that they can help their communities and be responsible for what they are doing in the school.

TEACHERS believe that partnerships between schools and local organisations improve students' attendance, persistence, and motivation, benefiting not only the organisation's goals, but student learning as well. Teachers' main role in the project is to give students' space, trust, and respect, encouraging them to think creatively and reflect upon the results of their activities.

The first round of science missions around Europe is over and the practice partners of the Open Science Schooling (OSS) project **Young Students as Critical Science Detectives** return their activities after a fresh summer holiday.

The second round of science missions must consider lessons learned, so teachers, students, and overall partners can improve the progress of the activities. One aspect that impacted all partners from everywhere and all the time was the pandemic, affecting students' initial engagement on the project, making school trips and travels impossible, damaging the communication between students' teams across countries, and making more difficult building partnership with community agents.

Despite these challenges, teachers considered that the project is an extraordinary opportunity for professional development and for raising the school profile regarding its innovative teaching approaches. Students, on the other side, benefited from being placed in active and realistic learning scenarios, where they acquired real-life skills. Because students understood that their efforts could indeed make a difference in the community / school, they became increasingly more involved and enthusiastic, and started taking the project activities very seriously.

Now, carrying their toolkit of best practices and lessons learned, the secondary school students from **Greece, Lithuania, Poland, and Romania** will start their second round of missions towards science learning with their community. You can read more about teachers' and students' impressions of their science missions on the central boxes of this newsletter.

FEATURE COUNTRY

GREECE



Platon M.E.P.E.

Student teams, with the teacher support, used the covid-19 pandemic as a starting point for their science mission. Their goal was to develop a device that recognizes people with high temperature (fever) and gives an alert or email notification when the temperature exceeds a particular limit. If you want to peek on their science mission progress, visit the school webpage with information about the on-going projects: <https://platon.edu.gr/europeanprojects/project>

The Consortium

