CREATIVE LITTLE SCIENTISTS FINAL REPORT ATTACHMENTS

Figure 1: 'Creative Little Scientists' definition of creativity in early years science and mathematics education

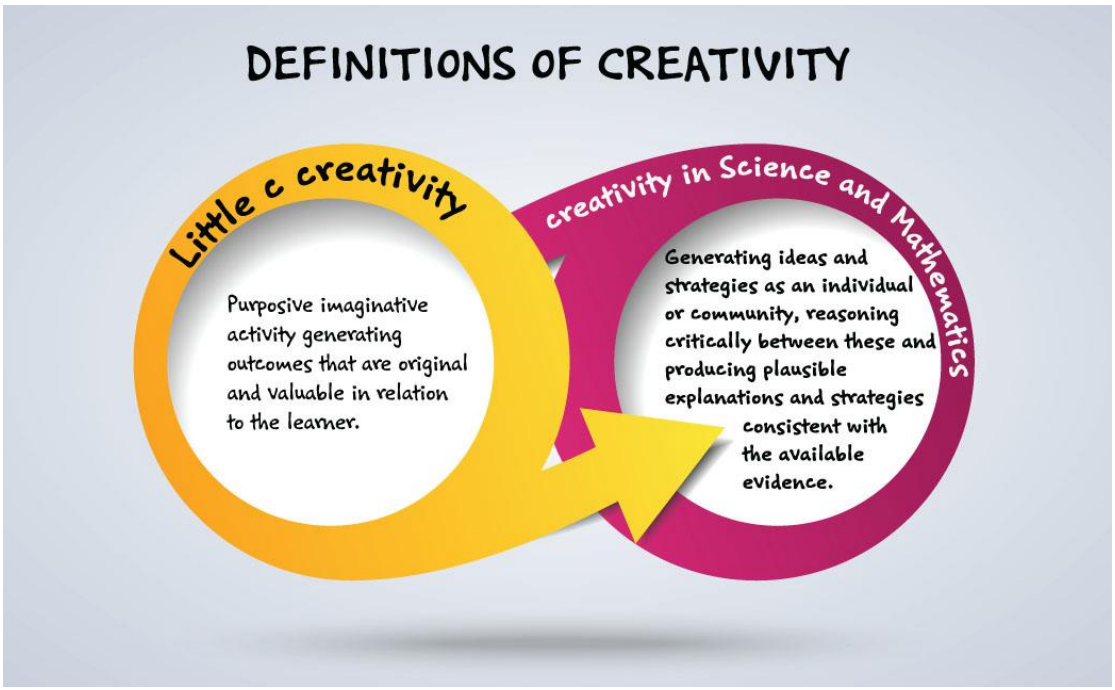


Figure 2: Visual model of synergies between IBSE and Creative Approaches (CA) identified in the *Creative Little Scientists* conceptual framework

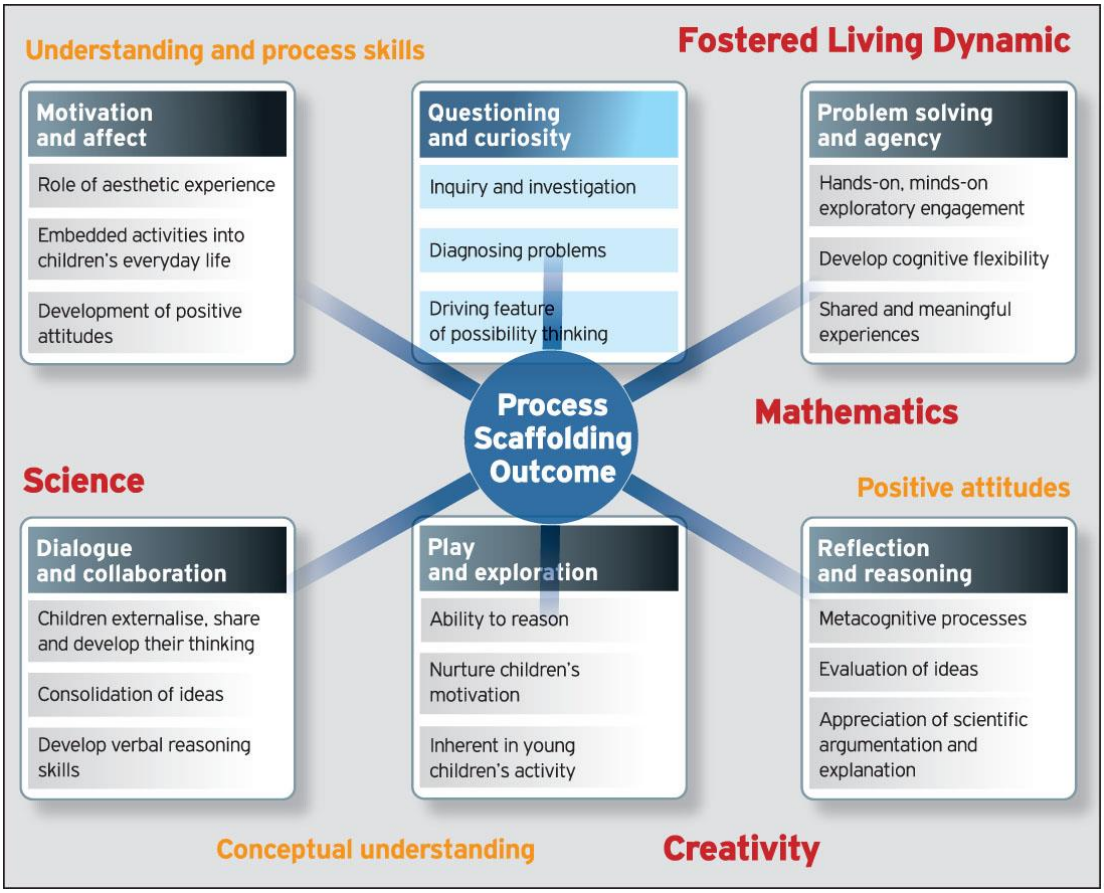


Figure 3: Curricular Spider Web (van den Akker, 2007, p. 41)

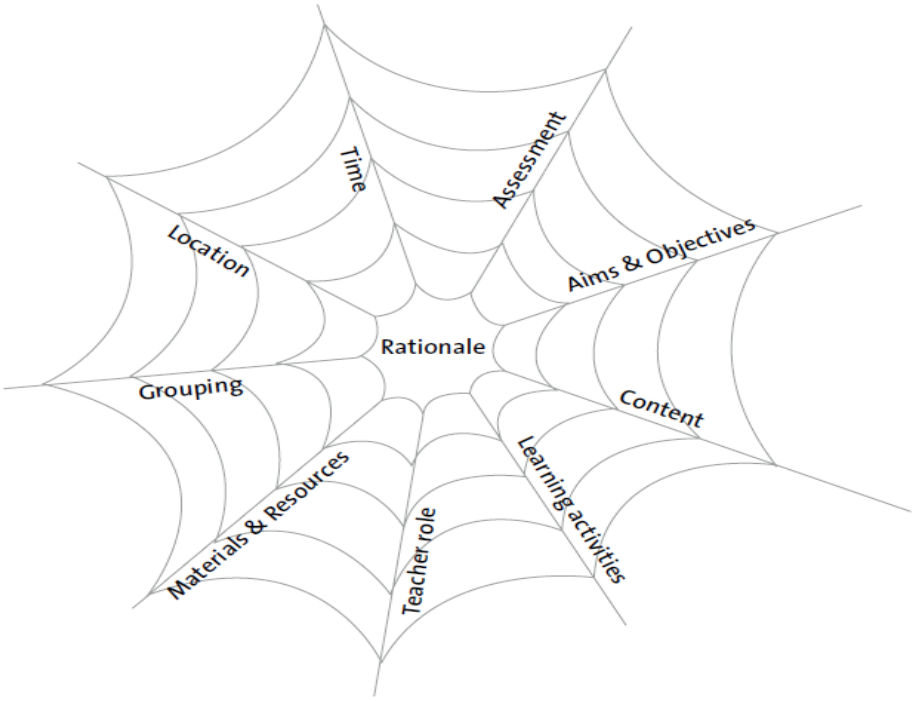


Figure 4: Pedagogical interventions in context (Siraj-Blatchford et al, 2002)

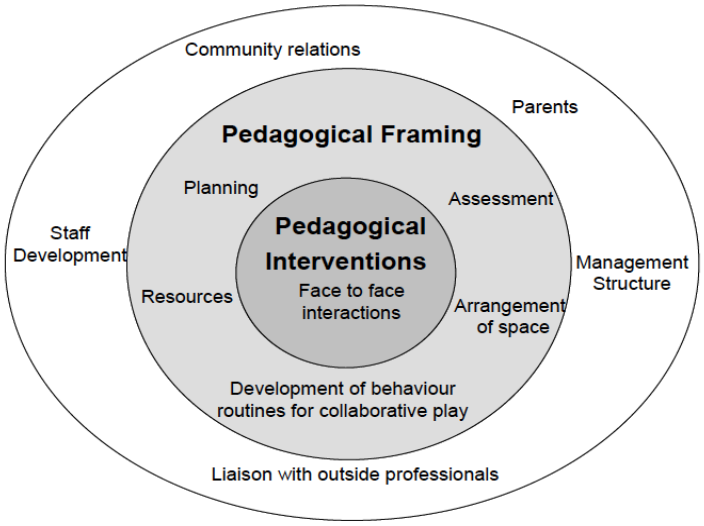


Figure 5: Interaction between the project's research phases, methods used and data collected

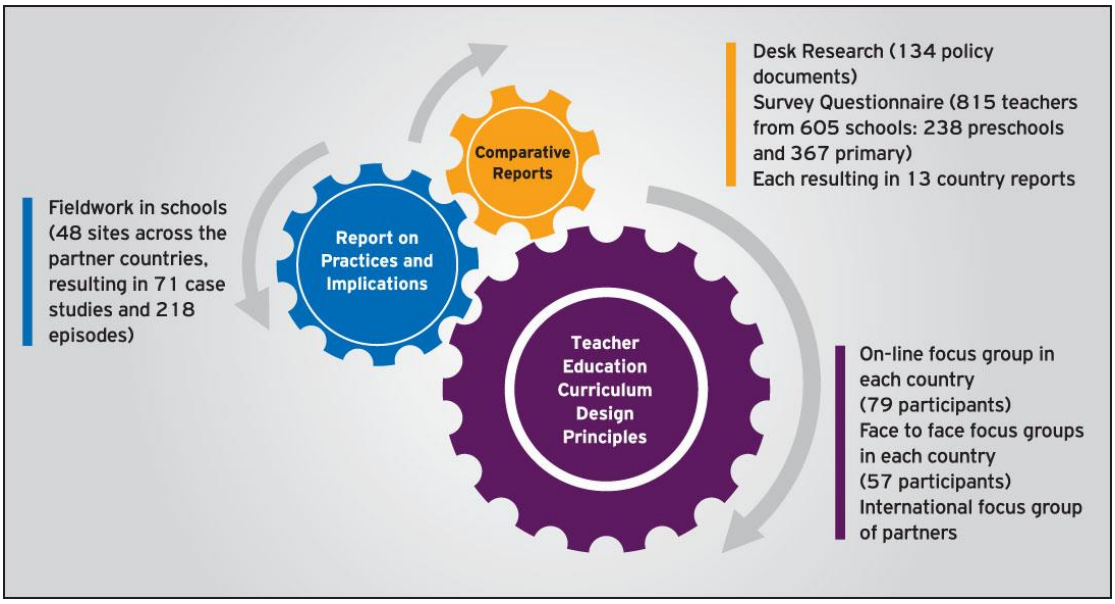
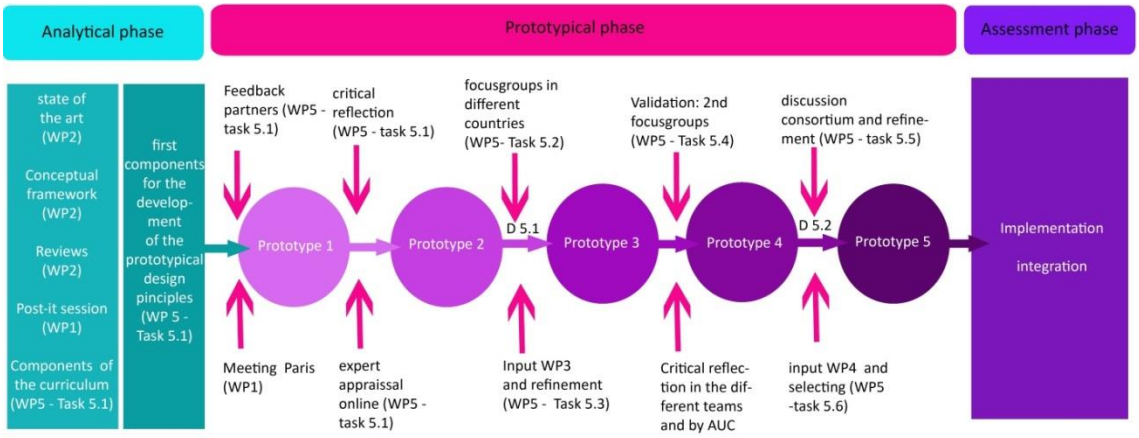


Figure 6: Curriculum design research model of Creative Little Scientists



OTHER FIGURES (not used in the Final Report)

Figure A: Project workflow with key deliverables available on the project's website

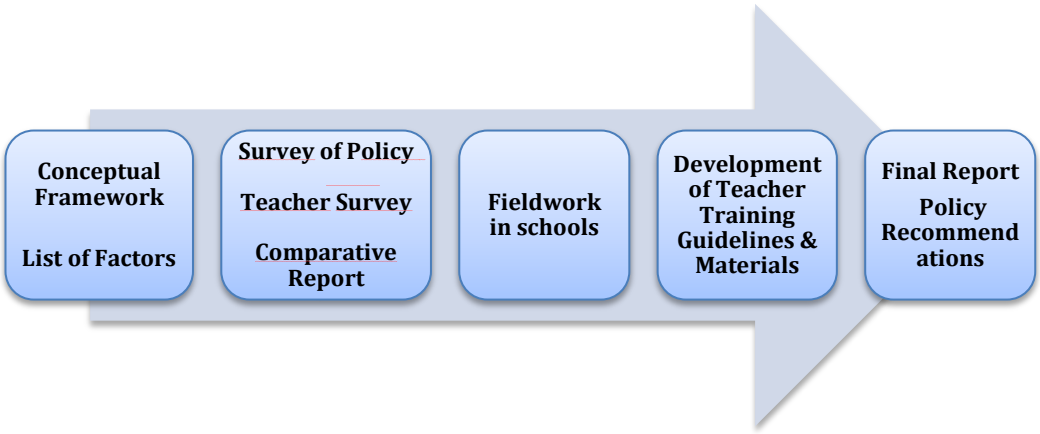


Figure B: An example of a teacher training template

GE_Img_WaterInquiry_PractInvest

Teacher Education Design Principle + code:	2. Teacher education should provide teachers with skills and competences to carry out practical investigations of science and mathematics in the classroom. **TE: PractInvest**
Specific Teacher Outcome(s):	2.1 Teachers should be able to investigate and involve children in the design and conduct of practical investigations of science and mathematics in the classroom, as such activities can contribute to the development of children's creativity.
Factors linked with:	**LA: Plan**
Type of material (image – interview (int) – classroom extract (class):	Images
Originating from:	
Country report :	D4.3
Case:	5
Episode:	Ice & Water
Teacher:	Nadja
Age Group:	6
Selected episode present in D 4.4 Appendix	Yes
Linked with	DP 6: IBSE

Children plan and conduct their own investigations to prove that ice and steam both come from water

The children were asked to plan and conduct their own experiments to investigate the changing states of water. They were allowed to use any of the equipment in the room (school lab) and to go outside as well. Before the children could start their experiments, they had to document their plan by writing down or drawing their ideas and procedures on a prepared „Scientist's sheet".

Children draw their plans and assumption on their "Scientist Sheets":
1. How does ice become water?

Figure C: *Creative Little Scientists* project logo

Figure D: Partners list

Project Partners / Beneficiaries

Ellinogermaniki Agogi
www.ea.gr

Institute of Education, University of London
www.ioe.ac.uk

Open University
www.open.ac.uk

Bishop Grosseteste University College Lincoln
www.bishopg.ac.uk

Artevelde University College
www.arteveldehs.be

Goethe University Frankfurt
www.uni-frankfurt.de

Rheinische Friedrich-Wilhelms Univesität Bonn
www3.uni-bonn.de

University of Minho
www.uminho.pt

National Institute for Laser, Plasma and Radiation Physics
www.inflpr.ro

Université de Picardie Jules Verne
www.u-picardie.fr

University of Eastern Finland
www.uef.fi

University of Malta
www.um.edu.mt

Figure E: *Creative Little Scientists* consortium

Figure F: *Creative Little Scientists* consortium involved in fieldwork