Ark of Inquiry

newsletter 1/2015 issued by the Ark of Inquiry project consortium

Welcome, dear Subscriber!

This is the first official newsletter of the Ark of Inquiry Project. We are thankful for your interest in the Project. Here you will find information about the latest news and upcoming events.

© Kristina Kravets from AHHAA Science Centre

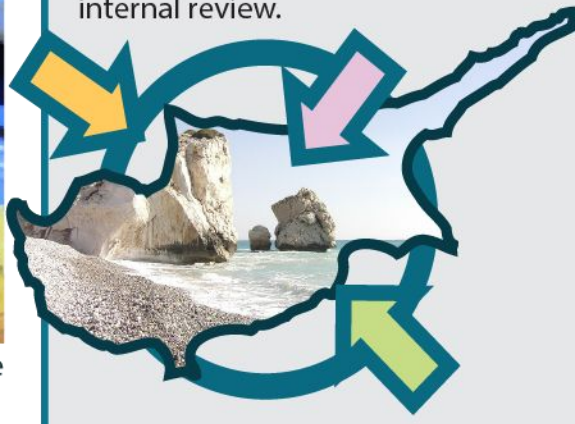
The aim of Ark of Inquiry project is to make teaching and learning science more exciting, to create "a new science classroom" enriched with inquiry-based activities and to disseminate inquiry-based activities across Europe through the Ark of Inquiry platform.

We are happy to announce that the building of the Ark of Inquiry community has now begun. Please visit our **project website** to find out more about Ark of Inquiry project and to register your interest by filling out this simple survey **here** (in English). It will only take 1-2 minutes to fill in this form and let us know what kind of information you are interested in.

We look forward to seeing you on board the Ark of Inquiry project!

Upcoming events

The next Consortium meeting will take place in Nicosia, at the University of Cyprus (January 26-28, 2015). The main aim of the meeting is to get an overview of the work done so far and get project documents ready for internal review.



BEKAS is coordinating **IOSTE Eurasia Regional Symposium & Brokerage Event Horizon 2020**, which will take place in Istanbul, Turkey (April 24-26, 2015).

DNA Learning Centre will organise a **national meeting for biology teachers** in France (March 16-20, 2015)

About the project:

Project Title:
Ark of Inquiry: Inquiry Awards for Youth over Europe (FP7, No. 612251)
Funding Scheme:
EU-FP7-SCIENCE-IN-SOCIETY-2013-1 (CSA-SA)
Duration:
4 years (March 2014-Feb 2018)

Consortium: 13 partners coordinated by Tartu Ülikool (University of Tartu), Estonia: Ellinogermaniki Agogi Scholi Panagea Savva AE, Greece; Turun Yliopisto (University of Turku), Finland; Panepistemio Kyprou (University of Cyprus), Cyprus; UNESCO Regional Bureau for Science and Culture in Europe, Venice, Italy; Hogeschool van Arnhem en Nijmegen (HAN University), The Netherlands; Bundesministerium für Bildung und Frauen (Austrian Federal Ministry of Education and Women' s Affairs), Austria; Humboldt-Universität zu Berlin (Humbolt University), Germany; Bahcesehir Egitim Kurumları Anonim Şirketi (BEKAS), Turkey; Ecole de l'ADN (DNA Learning Centre), France; Katholieke Hogeschool Limburg VZW, Belgium; Kutató Tanárok Országos Szövetsége (Hungarian Research Teachers' Association), Hungary; SA Teaduskeskus AHHAA (AHHAA Science Centre), Estonia

European Union's Seventh Framework Programme

Where to find Ark of Inquiry? Visit our website!

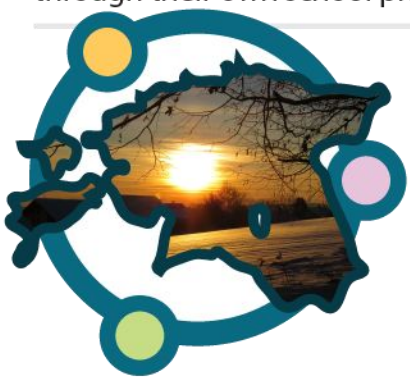
www.arkofinquiry.eu

News from project partners

Ark of Inquiry project was introduced at workshops for primary school teachers and teacher educators in the Netherlands.

Ark of Inquiry project was introduced at a workshop titled "Welcome on board of the Ark of Inquiry" in the Centre of Expertise Quality of Learning, HAN University of Applied Sciences, Netherlands.

The workshop was held before a group of primary school teachers and teacher educators who have specialized in science education and inquiry learning. The teachers and teacher educators were part of a national Dutch network of science and technology education. In the workshop Bregje de Vries (HAN) presented the principles of the Ark of Inquiry project and the participants got acquainted with the Framework of Inquiry Proficiency of Ark of Inquiry project, and project´s ideas about evaluating pupils' progress in such a framework. In subsequent discussions they went through their own school practices and how this related to the framework.



Ark of Inquiry was introduced at ISATT Conference in Tartu, Estonia

The first results of a pedagogical framework for the Ark of Inquiry project were presented at the International Study Association on Teachers and Teaching (**ISATT**) **conference** (November 21, 2014) held in Tartu, Estonia.

The conference focused on bridging the gap between theory and practice in teacher education. Leo Siiman, from the University of Tartu, talked about how the Ark of Inquiry project provides teachers with a clear understanding of what inquiry and inquiry activities are, and how inquiry activities can be categorized so that a learner's inquiry capabilities (e.g. basic, advanced, expert) match the level of challenge afforded by an activity. Matching a learner to an appropriate inquiry activity is important for facilitating the improvement of inquiry skills and awareness to Responsible Research and Innovation across a wide variety of diverse pupils.

Have you heard?

Ark of Inquiry is now featured in Scientix´s library of projects

Scientix is a project that promotes and supports a Europe-wide collaboration among STEM (science, technology, engineering and maths) teachers, education researchers, policymakers and other STEM education professionals. The main stakeholders of Scientix are teachers, researchers and project managers in STEM education, and policymakers. One of the activities of Scientix is to collect and disseminate information about European and national initiatives in science education.

Ark of Inquiry project is now featured in **Scientix´s library of projects.** The library collects science education initiatives and projects from around EU, both international and national. Learning and teaching materials produced by the project can also be linked to the Scientix resource repository.

contact us at: arkofinquiry@gmail.com

The Ark of Inquiry project aims to raise youth awareness to Responsible Research and Innovation (RRI) and to build a society skilled in RRI and related scientific communication. It will provide young European citizens (7 to 18 year olds) with a pool of activities to improve their inquiry skills, increase their awareness and understanding of conducting 'real' science, and prepare them to participate in different roles in the European research and innovation process.

To this aim the project will:

a) develop a framework for identifying inquiry activities that promote pupils' awareness of RRI;

b) collect existing inquiry activities and environments from various national and international projects;

c) make activities available across Europe through the Ark of Inquiry platform (implement the inquiry activities on a large-scale across a European school network such as the UNESCO Associated Schools Programme Network (ASPnet) so to bring together learners, and supporters (teachers, science and teacher education students, and staff of universities and science centres). During the project it is expected that at least 20 000 students will participate in the Ark of Inquiry.

d) train at least 1,000 teachers to support pupils' inquiry activities in a manner that attracts pupils' interest and motivation towards RRI.