About the Workshop

We take pleasure to inform you that a three days International Workshop on "**A collaborative approach to delivering science teaching methods suitable for diverse classrooms"** is being organized on 12 -14th November, 2013 at our institute in collaboration with **National Association for Research in Science Teaching (NARST), USA** with resource persons drawn from Curtin University, **Australia**. Such workshop of International Level to be organized in Gwalior for the first time will be highly beneficial to the Science Teachers in general.

The overarching aim of this workshop is to equip the highschool science teachers with teaching methods appropriate for students from diverse backgrounds in middle large science classroom. Focal points of the content are as follows:

Formative assessment of pre-existing conceptions about science inquiry, Definition of science inquiry, Inquiry and traditional teaching; The Rule of the Seesaw & (AAS) Probing teachers' alternative conceptions, Water droplet and investigating cohesion activity, Brainstorming, concept mapping, gallery walk, envoy, jigsaw and predict-observe-explain (POE), Activities using POE, brainstorm, concept map and gallery walk Box and rope activity, Parts of a scientific investigation, Investigating – what is it? Investigating bounce height of different balls and effect of surface, Introducing Blooms taxonomy, participants develop questions on different levels of thinking, diverse nature of Indian population, Bowl and candy activity on resource sharing, Assessment types and items.

Contact for more details:

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Sessions for India Workshop – November 12th – 14th 2013

DAY	SESSION	PRESENTER	TOPIC	CONTENTS
1	1 (10.00 – 11.30)	Vaille Dawson	Introduction, overview and aims	❁ Introducing to group ❁ Writing down expectations from the workshop ❁ Formative assessment or pre-existing conceptions about science inquiry
	11.30-12.00	❁ **TEA BREAK**		
	2 (12.00 – 1.30)	Vaille Dawson	Science inquiry – What is it?	❁ Definition of science inquiry ❁ From a given set of cards sort statement into inquiry and traditional teaching ❁ DVD Inquiry-based Teaching (The Rule of the Seesaw) (AAS)
	1.30-2.30	❁ **LUNCH**		
	3 (2.30 – 4.00)	Vaille Dawson	Student learning and 5E model of learning	❁ Alternative conceptions and its examples ❁ Probing teachers' alternative conceptions ❁ Water droplet and investigating cohesion activity
2	4 (10.00 – 11.30)	Vaille Dawson	Inquiry based teaching strategies	❁ Brainstorming, concept mapping, gallery walk, envoy, jigsaw and predict-observe-explain (POE) ❁ Activities using POE (hot/cold water bottle), brainstorm, concept map and gallery walk
	11.30-12.00	❁ **TEA BREAK**		
	5 (12.00 – 1.30)	Katherine Carson	Socioscientific issues	❁ Socioscientific issues – what are they? ❁ Example of worksheet using Indian SSI
	1.30-2.30	❁ **LUNCH**		
	6 (2.30 – 4.00)	Vaille Dawson	Investigating	❁ Parts of a scientific investigation ❁ Investigating – what is it? ❁ Investigating bounce height of different balls and effect of surface

3	7 (10.00 – 11.30)	RehkaKoul	Discussion and questioning	❁ Watch DVD Effective Questioning (AAS) ❁ Introducing Blooms taxonomy, participants develop questions on different levels of thinking
	11.30-12.00	❁ **TEA BREAK**		
	8 (12.00 – 1.30)	RehkaKoul	Assessment	❁ DVD Assessment (AAS) ❁ Assessment types and items
	1.30-2.30	❁ **LUNCH**		
	9 (2.30 – 4.00)	Vaille Dawson	Future planning by teachers	