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The issue contains photos by:

◇ CASE (website & events photos)

◇ Pixabay (cover)

Creativity Art & Science in primary Education



The CASE project relies on an understanding that scientific inquiry must be known more as an integral part of daily life and less as a faraway myth occurring in isolated institutions. In our increasingly knowledge-based economy, education systems need the imaginative force of culture, and the curiosity that comes from cultural expression, in order to realize Europe's creative scientific potential. Currently, education policymakers all too often narrow teachers' focus to lists of facts and formulas, covering information in a way does not reach deeply enough below the surface. Rather than fostering curiosity, which is much more important in the long term than rote memorization, this approach often causes students to "tune out". Enhancing teacher skills, strengthening their ability to motivate innovation and creativity is thus crucial. It is precisely the enrichment of the creative elements in Inquiry Based Science Education as an integral part of such a system, based on a wealth of existing European knowledge, which is the cornerstone of the CASE project.

Visit CASE website: <http://www.project-case.eu/>



CASE is spreading around the Netherlands

Written by SJW, Photo Credits: CASE

CASE is spreading around the Netherlands and several primary schools use different CASE tools in their classrooms. Here is an update of how the participants who joined the summer school implement it.



Marjan Kamphuis works with pupils with special needs at the [Fiduciaschool](#) in the city of Groningen. At the moment Marjan is at home and not working because she gave birth to a wonderful girl called

Elin. Congratulations!

Three of Marjan's colleagues have been taught about CASE and continue implementing it. The Fiduciaschool focusses at Science and Puppetry. The three groups with the youngest pupils cooperate and use puppets in several projects. All classrooms bought suitcases with puppetry family's and use these weekly. The school prepares activity's in three levels to make it suitable for all pupils. Both, pupils and teachers are all very inspired by connecting science with puppetry.

The following months all colleagues of the school will participate in workshops about science and puppetry so the entire school will be able to use the tools in their teaching system.

Marianne Lubbers is a primary school teacher at [CNBS de Wegwijzer](#) in a village called Schuinesloot. She implements all CASE ingredients in her classroom. At the moment she is teaching about the DNA system. Her pupils are writing their own script. The start of the project was the making of a film about identical twins. Many ingredients of CASE are combined and connected with science: puppetry, acting, animation, shadow play and there



will also be music and songs will be composed. The pupils are really involved and motivated and like the democratic way of cooperating. Every single Friday afternoon it



is time for this STEAM project.

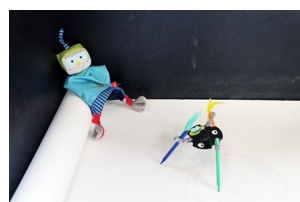
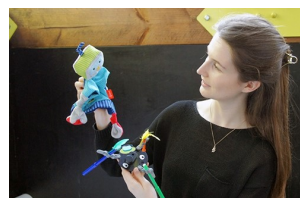
At **Rianne Hofma's** [Vensterschool](#) in the village of Noordwolde both puppetry and theatre are used regularly for educating science. There is

no set schedule but every once in a while the puppets appear in the classroom and introduce new scientific topics. In the classroom Rianne has built a puppetry theatre in the classroom which is one of the favorite places of the children. Pupils prepare their own performances with several scientific topics and show these to their classmates. Last month the main topic was an ecocatastrophe which happened in our Northsea.

Often both puppetry and theatre are combined and at the end of each month pupils show the outcomes and what they have learned in performances to their parents.



Joeke van der Veen has her own [company](#) and offers workshops for pupils. She works at several primary schools and mainly connects puppetry with her robot workshops. Children really love this combination! Teachers observe, feel inspired and follow Joeke's example in their classrooms.



CASE implementation in Lithuania

Written by KU, Photo Credits: CASE

Project activities in Lithuania are gaining momentum. After two primary school teachers came from CASE Summer School 2018 in Greece, they gave seminars in their schools to share experience. In November, a seminar for teachers of the Western Region of Lithuania was given in Klaipėda Vydūnas Gymnazium in cooperation with Klaipėda University; in it, both the project was described and the methodology of science and art integrating activities was presented and three project cases thoroughly discussed: Slowmotion, Puppetry, and Drama. The presentations were given and the first steps of the project implementation with children were introduced by both teachers - Elona Ramonienė ir Andželika Stropuvienė.

The teachers chose to implement different cases: one of them chose Slowmotion, while the other combined puppetry and shadow theatre. In both cases, the CASE project methodology was consistently followed, and

reflective diaries were kept to record achievements and failures. The teachers' experience was useful for their colleagues who also applied some elements of the proposed methods. The outcomes of the activity of both Summer School participants and their colleagues served as the basis for the national conference presentations.

On February 19, a national conference to sum up a two-year experience of the CASE project and its outcomes was held in Klaipėda. Over 150 participants came from all over Lithuania. The presenter team was joined by teachers of other schools who also sought to combine science and art and to develop pupils' creativity and critical thinking. The conference participants thought that the project idea was especially topical for the contemporary primary education and planned to use the ideas discussed in the conference in their teaching practice.

Lithuania: Puppetry and Shadow Theatre

Written by Elona Ramonienė, Klaipėda Vydūnas Gymnazium, Photo Credits: CASE



The activities with primary school children based on the methodology mastered in Summer school 2019 started in Klaipėda Vydūnas Gymnasium in September. The CASE project principles-based teaching helped the children to understand

scientific concepts and phenomena, to create the atmosphere of cooperation and collective work, and to develop pupils' creative and critical thinking skills. The main goal of the project – interdisciplinary links between science and art to promote pupils' interest in natural sciences – has been achieved.

For the implementation of the project idea with the fourth form pupils, the academic subject of World Cognition has been chosen. After active discussions in groups, the children chose the topic An Ant Colony Lifestyle for their research and formulated a problematic question: What are Ants for? In the stages of analysis and proof, they read reference books and encyclopedias, went to the libraries, and consulted their parents and senior members of the family. They were looking for answers to the questions: when the ants came into being, how many species of them there were, what their duties were, what they fed on, what was the ant body structure and its purpose, what kinds of anthills existed, what ants did in winter, etc.

To get explanations and to study the problems in practice, an outing to a forest was organised. During it, the pupils studied the ants' life and described and otherwise recorded (took photos and drew graphs) their observations. Eventually four groups of the children

made poster presentations to present the collected information. A meeting of four forms of the primary school was held to have poster presentations and discussions on the topic of the project.

The project activities were not limited to one academic subject. In the stage of merging, the lessons of other subjects were included: theatre, arts, technologies, and the native language. The children created a theatricalised story which contributed to the vivid presentation of the outcomes of the theoretical and practical issue cognition. To present the story, puppets – ants were designed and made, and their life story was told in the form of a shadow theatre performance. The performance was watched by all the primary school pupils.

After the performance, the pupils discussed their two-month project activities. Each participant of the project evaluated their own contribution to the project activities and the degree of their participation. All the class together answered the questions: Have we achieved what we had planned to achieve? What new things have we learned? How could we cooperate in a better way next time?



Lithuania: Slowmation



My third form pupils have already accumulated some experience in project-research activity. In previous years, we tried to perform, illustrate, and describe different topics. However, the idea of film making brought from Summer School in Greece was a novel and interest way of learning through researching both for

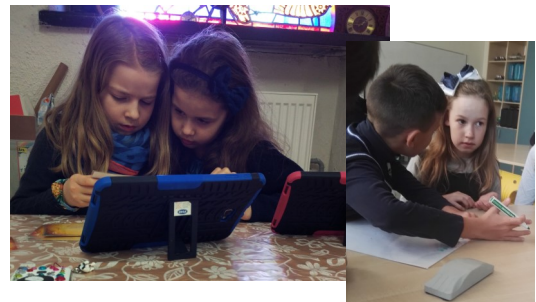
me and my pupils. A proposal of creating a slowmation animation film immediately aroused an interest and a wish to do something new and interesting. Before starting work, we discussed possible topics of our project. The children had quite a few proposals, including Space as a House of the Future, Climate Warming, The Inhabitants of my Mouth, etc. We even had a secret ballot in order to choose one topic. The majority of the pupils voted for the topic Spices as the Taste of Life. The problematic question was formulated as Do Spices Heal or Harm?

After the discussion of the topic and the problematic question, the children collected information about spices. They analysed both their characteristics and also their taste and appearance. Several principal spices were chosen: garlic, pepper, and cinnamon. The decision was taken for the pupils to create their characters, based on their taste and appearance. At

that stage, the class was divided into four groups which created scenarios and dialogues. Afterwards, each group presented their vision to the classmates, the children discussed all the proposals, and then united them into a single scenario.

To come to a common decision, we had to search, analyse, and discuss quite a lot. However, it was the stage that was most fun for the children, demanding for the involvement of each of them. Later we started making props. The children willingly drew, cut, sewed, or modelled the heroes and developed the action scenography. They chose to protect nature and to use things found in the environment as well as various waste. That was a complex and exacting stage.

When developing the animated story, the children recorded dialogues, took photos, and selected the necessary ones. In the final stage, we visited a computer lab of our school where our film was edited. The film is to be presented in May. To sum up, the children found that way of learning interesting and attractive. Even though the presentation will only be held in a few months, the children already have ideas what and how they are going to do the next academic year.



Written by Andželika Stropuviene, Klaipėda Lyceum, Photo Credits: CASE

CASE implementation in Norway

AT THE BOTTOM OF THE SEA...



3rd grade (in Norway 8 years olds) has 45 minutes of music education a week and this is where they worked on the mini project about the life in the sea.

We started by talking about which species live in the sea. And what their peculiarities are. We listened to Saint Sean's "Aquarium". We saw parts of an episode of the BBC's "Blue Planet". We learned by heart I.Hagerup's poem "At the bottom of the sea" by moving and dancing. I made a melody to this poem and the children learned to sing it. With their Norwegian teacher, the children each wrote their "Bio-poem" about their favorite sea animal (17 poems in all). In one music lesson the children painted / drew animal living in the sea of their choice. I believe that children writing bio-poems and in a sense make the animal their own or even themselves their empathy is awakened for other specimen and the desire to protect and care for this life.

Written by HVL, Photo Credits: CASE

CASE implementation in Greece: Learning Science Through Theater

Written by SV, Photo Credits: CASE

Following the success of the previous years, the [Learning Science Through Theater](#) activity has been running its 5th implementation period for the school year 2018 – 2019 at a national level.

The activity, organized by [Science View](#), gathers schools from all over Greece both primary and secondary in order to implement the LSTT case in the classrooms throughout the school year.

In the framework of the activity and in order to further support the participating teachers, 3 training workshops have been organised on the pedagogical framework of the activity which follows the Inquiry Based Science education approach, on how to write a script, to direct a theatrical play and on how to compose or integrate music in the science theatre performance.

The workshops took place on:

- November 3rd, 2018, in Ellinogermaniki Agogi, Athens
- December 11th, 2018, in Thessaloniki
- January 29th, 2019, webinar

The Greek participants had the opportunity to implement the activity in three ways:

- **Participating in the Athens event** (6-7 April 2019)
- **Participating in the Thessaloniki event** (13-14 April 2019)
- **by presenting a video recorded theatrical performance**

This year, over 500 students and more than 30 teachers were involved. More specifically, 4 primary schools with their 130 students, 5 teachers were involved by developing and performing theatrical performances



related to scientific concepts such as, the solar system, electricity and other forms of energy, units of measurement, environmental issues.

The process of gathering the necessary feedback on the implementation of the LSTT case in primary schools is underway, focusing on creativity and inquiry based science education

So far, the phase of video recorded theatrical performances has been completed and the first event with 11 amazing entries from all grades has been conducted in Ellinogermaniki Agogi on 6-7 April. The students and their teachers who got involved in making these truly exceptional performances were awarded and received the most powerful applause of the audience!

Last but not least, in 2018, Science View was [awarded](#) the EPI² 2018 Award in the category "Awareness Actions & Campaigns" for the action "Learning Science Through Theater". The EPI² Awards are organized in the framework of the Athens Science Festival to reward a wide range of communication activities aimed both at the audience interested in the subject and the wider community.



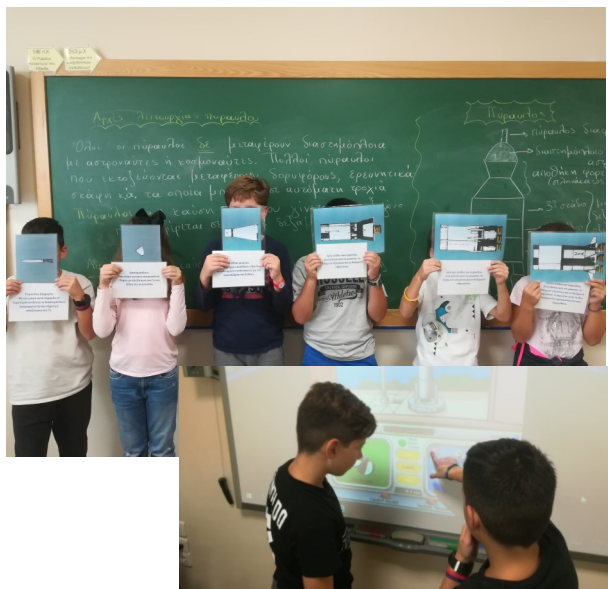
Implementation and Dissemination in Thessaloniki, Greece

Written by AUTH

From October 2018 till February 2019, a series of workshops took place in a primary schools in the area of Thessaloniki in Northern Greece applying the slowmotion creative learning environment and other CASE related activities, organized by ATLAS Research Group of the Aristotle University of Thessaloniki. At the same time, in November and December 2019 pre-service teacher-training workshops were carried out introducing the slowmotion creative learning environment to pre-service teachers after feedback coming from the previous months of the CASE project. The developed material will be uploaded to the CASE Educational platform, atlaswiki and atlas movies channel, while the developed teacher training courses will be applied in the 2019 CASE Summer School. On May 2019 a Slowmotion Festival for pupils and pre- and in-service teachers participating in CASE will take place in the Tower of Education at the Aristotle University of Thessaloniki. On March 2019, research related to teaching science with slowmotion has also been presented by Vassilis Koulountzos, Anna Letsi, Eleni Gentzi and Areti Botaiti at a Symposium titled "Science with Background" organised by Fanny Seroglou in ISCAR 2019 Conference.

EA's pilot implementation activity of Digital story telling case is coming to its end!

Written by EA, Photo Credits: CASE



Ellinogermaniki agogi in the frame of CASE implementation pilot activities (1st cycle), choose to implement the "Learning Science Through Digital Storytelling" case. The duration of this pilot activity reached about 42 teaching hours and started from September 2018 reaching to its end in the mid of April 2019. The most suitable part of the curriculum for "Learning Science Through Digital Storytelling" Case was the flexible zone for interdisciplinary teaching activities in primary school but also it was connected with science, language, art, and IT curricula. The scenario of the story which the students developed and built using the features of an online platform, was about the preparation of a space mission to Mars, the trip to this destination and the creation of a colony on the red planet. In the pilot activity took part the 188 students of the 5th grade of Ellinogermaniki Agogi primary school. The teachers that were engaged in the implementation of this Case pilot activity apart from the EA affiliated participants of CASE summer school 2018 were the teachers of the 7 classes that comprise the 5th grade of the school who had been trained properly in the past, in inquiry approaches, ICT and in using art in their science courses as well. The whole effort was assisted by the science, art and IT teachers of EA primary school (4 in total).

The general time schedule of the activity was the following:

During the implementation of the activity, students will have the opportunity to experience the interconnection of various scientific themes with various forms of art (theater, music, painting, 3D printing, filming). To achieve this, a communication and consultation with specialists in the field is pursued (specialist scientist in science education, specialized stage director, musician, etc.

Phase of the activity	Time period
Phase 1: Introduction, The Solar system – Mars (familiarize with the use of online platform)	September – November 2018
Phase 2: Preparation of the mission to mars (writing the 1 st episode of the story: The preparation, who are going to be the members of the crew, the training, the needed equipment etc.)	November – December 2018
Phase 3: The trip to Mars (Writing the 2 nd episode of the story: Launching the spaceship, the trip to Mars	January 2019
Phase 4: The landing to Mars (Writing the 3 rd episode of the story: Landing on the surface of the planet.)	
Phase 5: Building a sustainable community (Writing the 4th episode of the story: Creating a shelter and a sustainable community on the surface of Mars)	February – March 2019

During the implementation of the activity, students had the opportunity to experience the interconnection of various scientific themes with various forms of art (theater, music, painting, 3D printing, filming). At this moment the students are completing the writing of their last episode of their story. In the next days they are going to improve further their digital stories and give them their final form. The whole process expected to be over in the mid of April. The EA's students will present their digital



stories to their parents and to the public in general in special ceremony which will take place at Ellinogermaniki Agogi facilities at the end of May 2019.

Spreading the word about CASE in Lithuania

Written by SJW, Photo Credits: CASE

Nacionalinė mokslinė-praktinė konferencija
Tyrinėti, Atrasti, Išbandyti
 Meno ir mokslo jungtys pradiniam ugdyme
 2019 metų vasario 19 d.
 Klaipėdos Vydušo gimnazijoje (Klaipėda, Sulupės g. 26)

National conference in Lithuania has already taken place!

On 19th of February, 2019 a scientific practical conference "To Explore, To Discover, To Exercise: Connections Between Art and Science in Primary Education" was organized at Klaipėda University partner school. One hundred and fifty participants from all biggest cities in Lithuania and 11 regions attended the conference. Participants of the conference – pedagogues with diverse experience: primary and art (music, theatre, art, dance) teachers, artists, higher education teaching staff, school heads. All who are concerned about the quality of primary education.

Participants of the conference were asked to find answers to the questions: How to increase primary schoolchildren's enthusiasm for learning? How to develop their competences of creativity and initiative? How could art and science "cooperate" in this process? How could science help to promote understanding of art, and art to expand the frontiers of science? What competences should possess a teacher ensuring cohesion of science and art?

At the plenary meeting the rapporteurs were famous Lithuanian artists: director Gytis Padegimas, designer Ramūnas Banyš, choir leader and pedagogue Arvydas Girdzijauskas. They shared their work experience and presented interesting insights regarding giving meaning to connections between science and art in educational contexts.



Twenty-four teachers shared their experience how art and science were related in the practice of primary education, six of them prepared poster presentations. "Geometric figures in creative works of first graders", "When theatre, history and mathematics meet", "Art staircase leading to the world of science", "Exciting experiments – art supplementing science" – these are just several themes of presentations that attracted the most participants' attention.

CASE project and two-year experience of participation in it were thoroughly presented at the conference. Participants of Summer school 2019 teachers Andželika Stropuvienė and Elona Ramonienė shared the impressions from the course in Greece, told about the process of realization of the project ideas, presented works of pupils prepared in accordance with two cases of the project: SlowMotion ir Puopetry / Drama. Teachers also distributed handouts explaining how to organize research at school according to CASE methodology. The interest

in the project was very strong, therefore, it is likely that teachers from other schools will apply in practice the information obtained. The fourth graders led by their teacher Elona Ramonienė prepared theatrical presentation of their project and received a big round of applause.

During assessment of the conference the participants shared positive responses. They are: "The conference was not only engaging, but also practical and useful. I will bring home a lot of great ideas"; "It was interesting to get acquainted with the experience of colleagues from other schools. I particularly liked pupils' performance – when you see the result of CASE project, you instantly believe its idea"; "The theme of the conference fully reflected in its content. I received more than I expected". The latter and other thoughts expressed by conference participants lead to the expectation that connections between science and art are a meaningful idea for improvement of the quality of primary education.



Upcoming CASE events in Ireland and Greece

CASE Showcase event – Creativity and Arts in Science Education for Primary Schools

Written by DCU



Time: Monday April 29th 6-9pm

Venue: CG35 Henry Grattan Building, DCU Glasnevin Campus

Objective and focus:

This seminar and workshop will be one of a series of showcase events that will examine, and look critically, at the use of arts, crafts and fictive and imaginative techniques of teaching and learning science for primary school children. The main aim is to attract more teachers and influencers to use the CASE activities and be involved with our project, where DCU in

particular can offer support and guidance. The target audience will be primary school teachers and influencers in the area of interdisciplinary education at primary and secondary levels. While the primary curriculum now only allows, but fosters, interdisciplinary thinking, the aim of CASE is to have learning and inquiry in science, arts, drama, philosophy, history etc that aligns seamlessly, breaking down the barriers of the 'two cultures' of science and humanities. Our pioneering CASE teachers will be there to lead discussions and demos, with DCU CASE partners, and experts in digital storytelling, the Lego for STEM, and puppetry. NOTE: At each section of the seminar, there will be interactivity and scope for teachers to interact.

- 6.00pm Meet and greet, coffees and snacks
- 6.10pm Introduction to the Erasmus project CASE: Creativity and Arts in Science Education, and the CASE Summer School *Padraig Murphy, DCU*
- 6.30pm Puppets Teaching Climate and Sustainability *Martin Molony DCU - discussion and feedback on script development*
- 7.30pm Lego® Education Innovation Studio (LEIS) *Prof Deirdre Butler, DCU Institute of Education and /or LEIS colleagues,*
- 8.00pm Digital Storytelling *Padraig Murphy, DCU*
- 8.30pm 'CASE Studies' – *Nicola Broderick and Siobhan Tracy, CASE pioneer educators, also responses from Castel Centre for science education at DCU*

Final discussion, identifying volunteer teachers, coffee and close

CASE in the IHPST Conference 2019, in Thessaloniki, Greece

Written by SV



The 15th International History, Philosophy and Science Teaching Conference IHPST2019 is going to take place in Thessaloniki Greece from July 15th till July 19th 2019. This year's topic is: "Re-introducing science: Sculpting the image of science for education and media in its historical and philosophical background" providing a special focus on what science we communicate and how, the re-contextualization of scientific knowledge for media and education and the key backgrounds for science supported by history, philosophy and sociology of science that elaborate meaning driven by society and culture. In the framework of the conference, a specific session on the CASE project has been foreseen, in which the project's approach and

results from its first year of implementation will be presented.

More info at: <http://ihpst2019.eled.auth.gr/>



CASE 2019 Athens summer school

"an innovative summer school that marries Creativity, Arts and Science in primary Education."



Science View, partner of the Erasmus+ programme **CASE** (Creativity, Art and Science in primary Education), participates in the organization of the second summer school on **30 June - 5 July 2019**. Join the 5-days intensive training in science education at **Golden Coast** hotel at Marathon (just outside Athens), for teachers, early stage researchers, artists as well as science communicators that are working with primary schools.

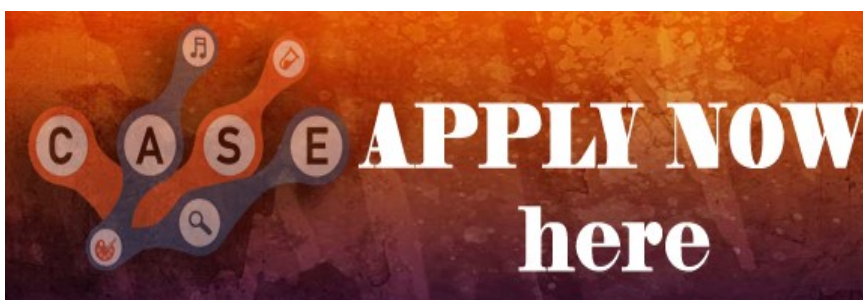
CASE summer school elaborates a methodology that regards teachers as agents of change. It aims to empower their profession with skills and competencies that will enable them to widen their teaching capabilities by incorporating creativity and art in science education.

The scope is to motivate participants to become aware of specific weaknesses in their own practice and the need to make necessary improvements aligned to the guidelines of Europe for the future of science education.

Enhancing teacher skills, strengthening their ability to motivate innovation and creativity is crucial. It is precisely the enrichment of the creative elements in Inquiry Based Science Education as an integral part of such a system, based on a wealth of existing European knowledge, which is the cornerstone of the CASE summer school.

The CASE summer school is the collective construct of innovative case studies for creative science inquiry, namely Learning Science Through Theater, Learning Science Through Puppetry and Learning Science Through Slowmotion & Digital Storytelling.

[Paid Registrations](#) open on 15 December 2018 and close on 15 May 2019 at 23:59 CET.



For more information have a look [here](#) or contact info@project-case.eu

Funded by the Erasmus+ programme, CASE is led by the Hogskulen Pa Vestlandet (HVL), with the following partners: Aristotelio Panepistimio Thessalonikis (AUTH), Dublin City University (DCU), Ellinogermaniki Agogi (EA), Science View (SV), Speel Je Wijis (SPEEL), Klaipėdos Universitetas (KU).

Didactic strategies that open the childrens curiosity



Tone Stangeland and Kari Thorkildsen are Assistant Professors in Drama and Applied Theatre, Western Norway University of Applied Sciences (HVL), Faculty of Teacher Education, Arts and Sports, Institute of Arts.

Together they have long teaching practice from University College, elementary school, cindergartens, and they have carried out several research projects based on the field of educational practice. Stangeland and Thorkildsen have held numerous courses and workshops nationally and internationally, published several articles and were contributors to the anthology *Teater as a formation*, and to the national anthology *Drama, theater and democracy. -Antology 1. In kindergarten, school, museum and higher education*.

Currently they are researching devising and participating theaterforms with children aged 7-9 years. *How can we, through collaborative work, create a theater performance that we do not know yet?*

Together they study different didactic strategies that open the childrens curiosity for aesthetics and form. As facilitators, they investigate what can open and close children's manifestation in their aesthetic progression.

Their working methods are based on a non-Aristotelian classical dramaturgy tradition. They experiment with more simultaneous theater where everything that happens in the room is equal. The spectator becomes an active creator of meaning instead of a passive recipient of a representation of specific content. In the process with children, they challenge the children's skills and curiosity for different themes and performative forms, and thus are concerned about their aesthetic formation. As facilitators they are active in different roles together with the children in the process. In Summer School 2019, in Greece, they will be responsible for putting together the various parts that the groups work together for a performance.

Written by HVL, Photo Credits: CASE

The Cases



“Learning Science Through Theater” (find more [here](#))

Students will perform theatrically a story related to scientific themes and will learn science in a creative way. This case promotes the comprehension of scientific concepts and phenomena, development of a spirit of cooperation and teamwork and the development of creative and critical thinking skills. The specific objectives of the activity have as a central axis the interdisciplinary connection of science with aspects of art, aiming at the enhancement of students’ interest in science.



“Learning Science Through Puppetry” (find more [here](#))

In this toolkit, inquiry based science education will be combined with puppetry. In every activity, a puppetry story will be played by the teacher. In this story the puppets have a problem or a question. This will arouse children’s curiosity, which instantly will stimulate them to discover. Children will help the puppets to find a solution or answer. All activities will be challenging tasks in the field of STEAM education and every process can have many different results. Children will research like scientists and design like artists.



“Learning Science Through Slowmation” (find more [here](#))

This activity aims to transform science presented in curricula (usually strict, stiff and boring for young people) to open, friendly and interactive communication supported by the re-contextualization of science content in digital narratives created by learners. In order to do that a simple animation technique is used called slowmation: a slow and simple animation using only 2 photos per seconds. Slowmation movies are created in a creative learning environment where science concepts meet with art, music, literacy, society, history and philosophy of science. The developed digital narratives highlight and present the abstract science concepts and theories in a creative and original way. Furthermore, the presentation of the developed digital narratives on the web provides a meeting place for learning and cooperation between young people.



“Learning Science Through Digital Storytelling” (find more [here](#))

The overall concept of the digital storytelling case is to provide the means and the tools along with the necessary collaborative and personalisation functionalities to introduce students in extended episodes of deeper learning in STEM combined with Art-related activities (visual and performing arts, music, movie making, 3D design). The specific case will introduce students in a progressive exploration of the different technologies that can be accommodated from the provided system, from simple text and video uploading to advanced augmentations of students’ artifacts.

The Partners

