

www.sails-project.eu



Report on SAILS Networking activities

D6.3 Report on SAILS Networking activities

Authors: Sally Reynolds, Joasia van Kooten
Project name: Strategies for the Assessment of Inquiry Learning in Science (SAILS)
Project number: 289085
Start date: 01/01/2012
Duration: 48 months
Lead partner for this deliverable: ATiT
Project coordinator: Dublin City University
Contact: info@sails-project.eu
Website: www.sails-project.eu



The research leading to these results has received funding from the European Union's Seventh Framework Programme for research technological development and demonstration under grant agreement no 289085
This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both. This document does not represent the opinion of the European Union, and the European Union is not responsible for any use that might be made of its content.

Executive summary

The dissemination work for the SAILS project involves a number of different activities including the development and maintenance of a website, production and distribution of promotion materials and the management of the partnership's centralised dissemination activities. It also includes the organisation of networking and clustering activities at European and national level and the purpose of this deliverable is to report on the status of this work.

At the start of the project, the organisation and clustering of networking activities focused on the creation of a centralised data resource; this has now extended to a three-way focus on **specific collaboration with Scientix** as the primary European network dedicated to promoting innovation in European science teaching, **collaboration with other European projects** active in related domains to build on potential synergies, avoid duplication and ensure maximum impact of SAILS outputs and **collaboration at national and regional level** generally carried out by individual partners in order to ensure maximum impact of SAILS at national and/or regional level.

A **centralised data base** has now been created continues to be updated, which includes the names and contact details of key stakeholders in the partners' countries. Furthermore, the dissemination team are also following up on an effort to use the practice of Stakeholder Network Analysis (SNA) as currently being developed out by the ASSIST-ME project team to support their work in approaching stakeholders. The idea of carrying out such an analysis on a European scale is subject to a proposed initiative with the recently re-launched Scientix project.

Collaboration with Scientix which began in early 2012, has been stepped up with the recent re-launch of Scientix. A clustering and networking meeting between SAILS, Scientix and several other STEM projects took place in November 2013 out of which several actions emerged which are currently being acted upon. They include working with ASSIST-ME to create a shared track or session on assessment in IBSE during the Scientix Conference due to be held in 24-26 October 2014 in Brussels. They also include broadening of the news exchange practice already in place to include news coming directly from other science education projects and the sharing of information on policymakers in different countries. The Scientix network of national contact points (NCPs) is being used to bring SAILS partners into direct contact with the relevant NCP and the teachers' panel which now extends to all European countries is also seen as an important network for SAILS partners to use in their work to promote SAILS in their own countries.

Collaboration with other projects is also well underway in SAILS and considerable work has already taken place to identify specific projects where collaboration might be possible. This collaboration is occurring at different levels from logo exchange, which will be operational in the new design for the SAILS website launched in March 2014, and joint promotion activities to exchange of information about target groups, promotion of other related project activities in the SAILS news service and the use of materials and resources from other projects.

Finally, all partners are active in terms of **networking and clustering in their own countries**. This takes various forms and includes the organisation of conferences aimed at stakeholders and decision-makers and participation in round-table discussions of a strategic nature related to science education. It also includes sharing and promoting information about SAILS through relevant national channels and networks. A new brochure to be available in April 2014 will be used to support this activity.

Table of Contents

| | |
|---|----|
| Executive summary | 2 |
| Table of Contents | 3 |
| Introduction to the dissemination work of the SAILS project | 4 |
| Dissemination approach and planning | 4 |
| Dissemination work to date | 5 |
| Organisation and clustering of networking activities..... | 6 |
| Creation of a common data resource | 6 |
| Stakeholder network analysis – potential for collaboration | 6 |
| Collaboration with Scientix | 8 |
| Collaboration with European projects | 9 |
| Identifying suitable projects..... | 9 |
| Means of collaborating..... | 9 |
| Specific projects and progress so far..... | 10 |
| Collaboration at national and regional level | 11 |
| Proposed networking and clustering activities 2014-2015..... | 14 |
| Creation of a common data resource | 14 |
| Specific collaboration with Scientix..... | 14 |
| Collaboration with European projects | 15 |
| Collaboration at national and regional level | 15 |
| Ireland..... | 16 |
| Turkey | 16 |
| Slovakia..... | 16 |
| Greece | 16 |
| Hungary | 16 |
| Looking forward | 17 |
| Annexes | 18 |
| Annex 1: List of Scientix National Contact Points..... | 18 |
| Annex 2: List of Scientix Ambassadors and Deputy Ambassadors..... | 19 |

Introduction to the dissemination work of the SAILS project

DISSEMINATION APPROACH AND PLANNING

The dissemination work of SAILS, led by ATIT, involves a number of different activities, including the development and maintenance of an engaging website, production and distribution of promotion materials and the management of the partnership's centralised dissemination activities such as conference presentations as well as the monitoring and support of dissemination activities carried out by consortium members.

This dissemination work also includes the organisation of networking and clustering activities along with engagement in presentations and publications, promotion of project work to policy-makers and relevant national and regional representatives, and collaboration with appropriate agencies and networks.

Initially, an in-depth plan for project dissemination was prepared, which was informed by information from partners about existing channels and opportunities for dissemination and in refining the different channels and tools to be used for the dissemination work. This plan was submitted as Milestone 21..

The dissemination plan describes the dissemination actions for the SAILS project that were outlined in the project proposal and provides practical and realistic guidelines and descriptions for exactly what is to be done. It also reported on the considerable amount of dissemination work that had already been carried out by the partners in getting the project established.

The dissemination plan describes the dissemination channels to be used by SAILS which taken together represent a coherent strategy developed on the basis of partner expectations, dissemination requirements and available resources. They include an interactive website, distribution of leaflets and other materials to targeted organisations, individuals and agencies and participation by the partners in relevant conferences, workshops and symposia. It also describes how the partnership is planning to engage in suitable networking activities, whereby a master database with network information from all countries is to be an important tool. This work is timetabled according to available opportunities in each partner country and in Europe as a whole and includes collaboration with other projects and networks engaged in similar work and with Scientix in particular.

The development of the dissemination strategy involved reaching agreement as to the core impetus at the heart of all SAILS dissemination activities. This has been agreed as a desire to communicate information about how to put in place an appropriate assessment methodology to support inquiry based science education in the classroom. A secondary message related to the existence of the project. By this we meant that it is important to ensure that as many relevant people as possible know about SAILS and come to recognise it as a source of high-quality information on the topic of IBSE assessment.

In order to base the dissemination strategy on realistic targets and activities, the dissemination team carried out an investigation with the help of the partners to identify opportunities in each country and also to understand the available networks and channels that each partner already had at their disposal. This investigation revealed a rich resource of potential dissemination opportunities, ranging from high-level academic fora organised by individual partners to science fairs and other public events in which various partners play a leading role.

Partners' dissemination plans were described in some detail, particularly for the early stages of the project and a series of indicators linked to different dissemination actions are given which provide not only goals for the overall dissemination action but also a mechanism to measure the degree to which the dissemination action can be considered successful in reaching short-term targets (targets that are aimed for during the lifetime of the project).

Part of the management of the dissemination work for the project includes the creation of a set of practical "How to ..." guides for the partners. These already include "How to use the SAILS Portal" and "How to adapt and use SAILS promotional materials in your own country". Further guides are following and already include "How to organise the national launch of SAILS in your country" and will shortly be joined by "How to record video clips for promotion through the SAILS channel".

Finally, an explicit policy with regard to dissemination was described that had been accepted by all partners. This policy covers the scientific publication policy as well as the use of project dissemination materials and individual responsibility in respect to dissemination.

DISSEMINATION WORK TO DATE

Considerable work on dissemination of SAILS has already taken place and a considerable number of dissemination objectives have been reached. Given that the main message to be communicated in the first half of the project was to establish the SAILS consortium as the leading expert network in the area of IBSE assessment, the team is confident that this has been achieved. Partners are regularly participating in relevant fora and events as experts in the area of IBSE assessment, the level of interest in SAILS events is high and there is a steady increase in the number of unique visitors to the project website. The first batch of promotional materials have been distributed extensively and the partnership is increasingly seen as a significant player in discussions generally on innovation in science education.

The coming months will be crucial in dissemination terms as the partnership moves towards producing real examples and outcomes that can be used by science teachers as exemplars in assessing inquiry based science education in their classrooms. These materials will form the basis of a new set of promotional materials which will be far more practice-oriented and which will be used to convince policy-makers as to the value of placing IBSE at the heart of the second level science curriculum in Europe. They will also be made available on the project website and particularly through the communities of practice where teacher engagement and discussion is encouraged.

We are also now in a position whereby the work in clustering and networking that has taken place thus far in the project can be described. We can also elaborate on plans being realised by the partnership in respect to this important activity for the rest of the project. This forms the basis for the rest of this deliverable.

Organisation and clustering of networking activities

At the start of the project, the organisation and clustering of networking activities focused on the creation of a centralised data resource whereby each partner's current contacts were mined to create an expanded data resource of potentially interested organisations and individuals. This is the work that was described in Task 6.4 of the DoW and elaborated in Milestone 21 the Dissemination Plan.

However the team understand that networking and clustering extends beyond this activity and also includes significant elements of Task 6.6 'Promotion of project work to Policy-makers and relevant National/Regional representatives' along with Task 6.7 'Collaboration with appropriate agencies and networks'.

Therefore for the purposes of this report and our work on networking and clustering generally, we have adopted the following subheadings to describe the different types of activities involved;

- **Creation of a common data resource** to facilitate promotion in general and for reaching policy-makers in particular.
- **Specific collaboration with Scientix** as the primary European network dedicated to promoting innovation in European science teaching.
- **Collaboration with European projects** in general active in related domains to build on potential synergies, avoid duplication and ensure maximum impact of SAILS outputs.
- **Collaboration at national and regional level** generally carried out by individual partners in order to ensure maximum impact of SAILS at national and/or regional level.

In this chapter we will describe each of these activities in detail and put forward the extent to which the team have made progress in reaching their objectives. In the next chapter we will describe our plans and expectations for each in 2014-2015.

CREATION OF A COMMON DATA RESOURCE

One of the early objectives in the dissemination plan was to gather as much contact information as possible about the potential target audience, i.e. those who would be interested in the outputs of the project. In the dissemination plan, this was conceived as being a specific database with all the relevant information.

This proved difficult for many of the partners as they were disinclined to share their own contacts with members of the target audience, particularly where this related to policy-makers and senior decision-makers.

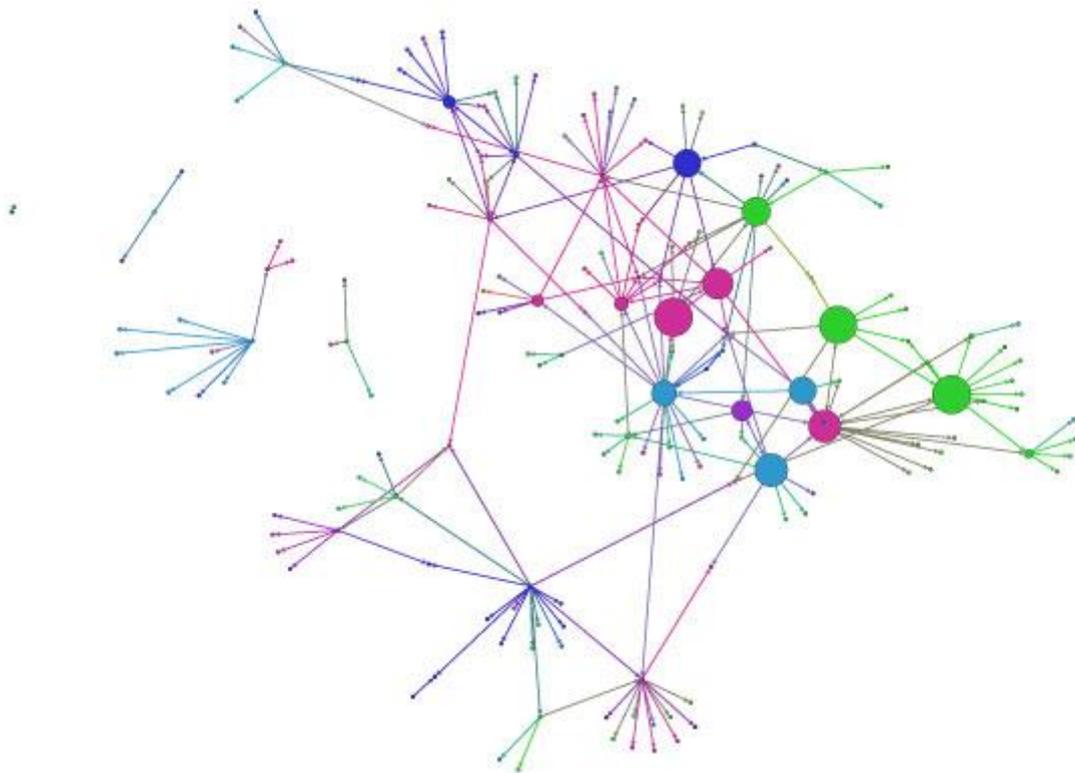
The partnership therefore agreed to gather as much of this information as was possible for direct centralised mailings by the dissemination team on behalf of the partnership; however to also take into account the need to provide, in certain cases, dissemination materials to the partners themselves to enable the partner to circulate such information directly where the partner preferred to keep the contact information to themselves. The information held centrally is available as an excel sheet and is regularly updated. This two-way process of both a centralised mailing and also distribution via partners will be used to circulate the glossy brochure with the first outputs of SAILS which is currently being developed.

Stakeholder network analysis – potential for collaboration

One of the more interesting examples of where SAILS might collaborate with other projects emerged in the later part of 2013 following the meeting which took place between members of the ASSIST-ME and SAILS project teams. One of the work packages of ASSIST-ME is on the topic of Stakeholder Network Analysis (SNA). Briefly, this involves the systematic analysis of the members of a

stakeholder community in a specific topic of interest and geographical context. In the case of ASSIST-ME this involves analysing all stakeholders with a specific interest in IBSE assessment and not only identifying who these people are but also analysing how they are connected to one another, what the level of influence they hold for one another, etc. In ASSIST-ME different stakeholder types are identified along with the types of interaction they have with one another. In the ASSIST-ME work in Denmark for example, the Danish national stakeholder network is described as being made up of nine different node types, teachers, government officials, school management, researchers, politicians, media, industry, teacher organisations, and other. There are eight different link types corresponding to every combination of influence levels: school (s), local (l), and national (n). Each are shown with colour codes and the size of each node has meaning too: A larger node lies on more paths between other nodes than a smaller node.

Here is a visual representation of the Danish network provided by the ASSIST-ME consortium.



Documentation arising from this work in ASSIST-ME has been shared with SAILS and helps to make this work very transparent and clearly point to a possible area of collaboration not just with ASSIST-ME but also with other projects involved in promoting IBSE.

Looking at the direct implications for collaboration of this type led the dissemination team to examine the cross-over between the countries of direct interest that were in common to ASSIST-ME and SAILS and unfortunately there are only 3 countries in common, Denmark, UK and Germany. Discussion is underway about how the projects might share their knowledge of the stakeholder network in these 3 specific countries.

This potential for collaboration also led to a discussion in the context of Scientix and the broader level of collaboration and clustering which was the subject of the November 2013 meeting. Everyone present agreed that such a dedicated and elaborated stakeholder analysis across Europe would be extremely useful for projects and could contribute significantly to the impact that such projects might have.

If such a shared resource were to be developed and maintained for all European projects it would save projects from always starting from the position of having an empty list of stakeholders and building up their own which inevitably becomes obsolete at the end of a project.

If stakeholder network information were to be made available to European consortia right from the start of their projects it could mean that dissemination and eventually exploitation is far more effective. One could imagine situations in specific countries where once or twice a year, events might be organised for stakeholder communities to get together to hear about the latest outcomes of European collaboration work in this area. Such an approach would mean that stakeholder time could be used more effectively along with projects' dissemination budgets.

This idea is now being taken up by Scientix with a view to seeing how it might be realised in a practical way.

COLLABORATION WITH SCIENTIX

The first contacts with Scientix regarding collaboration and clustering occurred in 2012 when a meeting took place between the relevant staff in ATIT and EUN. This has led to a situation where the SAILS website regularly features articles and information emerging from Scientix and vice versa.

A specific meeting was held on 29 November 2013 in the EUN offices in Brussels to discuss collaboration and clustering not just between Scientix and SAILS but also with other projects represented namely Ingenious, Proconet, Primas, Science all about you, SIS Cathalyst, INSTEM, Global Excursion, GoLab project, Nanoyou, Inspiring Science Education and Future Classrooms, all directly or indirectly engaged in science education.

Several areas for collaboration were discussed which included:

- Collaboration in respect to the Scientix Conference due to be held in Brussels from 24-26 October 2014, specifically in relation to SAILS this includes the idea of a joint track or session on assessment in IBSE to be shared by SAILS and ASSIST-ME.
- Broadening of the news exchange already in place to include news coming directly from other science education projects.
- Sharing of information on policymakers including contacts in different countries.
- The possibility of creating a common certificate supported by Scientix to be given to teachers participating in workshops or training events organised by European science education projects.
- Access to the new national contact network and members of the revised teacher panels set up by Scientix who will act as ambassadors for European science education innovations emerging through EC supported projects in this area. This network which was eventually launched on 30 January is described as providing a link between activities at a European and a national level, by engaging with national communities of STEM professionals, informing about Scientix activities and organising national workshops, webinars and other relevant activities. NCPs will also monitor and analyse national initiatives regarding science education policy and practice, to be published on the Scientix website, providing an overview of the national initiatives in science education taking place across Europe. More information about this network is available here: <http://www.scientix.eu/web/guest/in-your-country>
- Opportunities for SAILS to participate in joint workshops and events organised by Scientix in different countries which also includes the possibility of organising training workshops in the Future Classroom Lab in Brussels

Furthermore, Scientix plans on organising clustering and networking meetings on a 6 monthly basis for European science education projects like SAILS to further explore and activate networking and

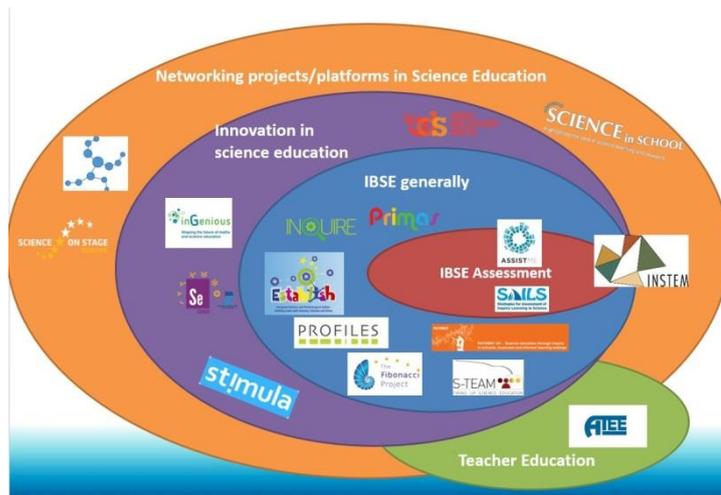
clustering for common good. The SAILS dissemination team plan on taking an active role in such meetings.

COLLABORATION WITH EUROPEAN PROJECTS

Identifying suitable projects

In order to get a better idea of the projects which are of most interest to SAILS in terms of collaboration and networking, the team began with a brief attempt to map the area in which SAILS is engaged. In broad terms this is can be described as innovation in science education, in more specific terms, its core area of interest is in assessment of IBSE.

This graphic was prepared and discussed at the most recent project meeting held in Leuven in October 2013 and was approved by the partners as being a useful way to show the overall context in which SAILS resides. While this graphic is intended as a way to illustrate the European context in which SAILS operates, it could also be used at a national level in order to illustrate the position of SAILS partners' vis-à-vis their clustering potential to identify equivalent projects and initiatives at a national level.



Means of collaborating

Collaboration and clustering with other European projects can be somewhat haphazard and so we have worked hard to try to identify a set of specific options which we are discussing with different projects, some are more relevant than others and depend very much on the nature of the project and the relationship they have with SAILS. Other European projects can generally be considered to form 2 separate groups; the first group are the projects in which one of the SAILS partners is also a partner and in this case collaboration can be easier as there is already a partner in common; the second group of other European projects where synergies might be beneficial but there is no partners in common and therefore the dissemination team is actively following up with many of them individually.

The following set of options describes the different ways in which we propose collaborating and networking:

- **Logo exchange** – this is a simple and yet effective way in which projects can raise awareness about the work of other projects. The new SAILS website will have a space on the front page whereby logos with links can be placed of projects and networks engaged in relevant work.
- **Joint promotion activities** – given the fact that very often the audiences targeted by a project like SAILS are the same audiences targeted by other projects, it makes sense to consider joint promotional activities where possible. These activities can include joint training actions which are particularly relevant considering the extent to which SAILS is involved in teacher training.
- **Exchange of information about target groups** – this can be a very effective way of sharing know-how and target audience intelligence.

- **Promotion of other related project activities in SAILS news service** – this is a service which SAILS has already been engaged in from the start and a considerable number of news items about related projects have already been posted on the project website.
- **Use of materials and resources from other projects** – given the extent to which there is a growing number of projects and initiatives involved in innovating science education generally, it is clear that there are many instances in which resources and materials from other European projects can also be used and enhanced in the SAILS project.

Specific projects and progress so far

Logo exchange

An initial short list of projects has been created which includes those that took part in the November Scientix meeting along with the projects in which individual SAILS partners are already involved. Several other projects have already been approached and they are generally enthusiastic. A specific space for this action is on the new SAILS website which will be launched in spring 2014.

Joint promotion activities

Work has already commenced in this area and several events have taken place. For example, a presentation of the SAILS project was included in the SECURE conference held in Mechelen, Belgium in October 2013 and there will be an involvement by ASSIST-ME in the conference for teachers being held in Dublin on 23-25 June 2014.



SECURE CONFERENCE

SAILS is also an active member of the INSTEM consortium through its coordinator DCU. INSTEM brings together a number of projects active in the IBSE sector. INSTEM is a Comenius network (2012 – 2015) and its main goal is to promote inquiry based teaching, to gather innovative teaching methods and to raise students' interest in science as well as offering them careers information in STEM subjects, in order to respond to global challenges in teaching and gender imbalances in STEM education.

The INSTEM project was developed from the idea that projects in STEM education should talk to each other and share their ideas. It grew out of the informal group ProCoNet (Project Coordinators' Network), which was formed in 2011. INSTEM and ProCoNet work closely together and provide a single channel to communicate with European Union directorates and other policymaking organisations.

INSTEM also acts as an integrated provider of STEM education materials and techniques, based on the work of previous projects. It works with national teams on the implementation of good science and mathematics teaching, using inquiry as a starting point whilst being open to all innovative and effective approaches. The next event being organised by INSTEM is a conference in March in Germany where SAILS will be represented.

SAILS is also regularly involved in other events and conferences organised by other science education projects like the SiS Catalyst Policy Practice Interface Conference taking place in Ghent, Belgium in March.

Furthermore a specific involvement of SAILS in the major science education conference being organised by Scientix in October 2014 is already under discussion. One of the ideas being considered is the organisation of a joint workshop on assessment, involving both SAILS and ASSIST-ME. In terms of teacher training one of the discussion points raised in connection with the planned Scientix collaboration is for the creation of a form of general European Scientix certification to at least

recognise teacher participation in training events such as these which could raise the value of such training.

Exchange of information about target groups

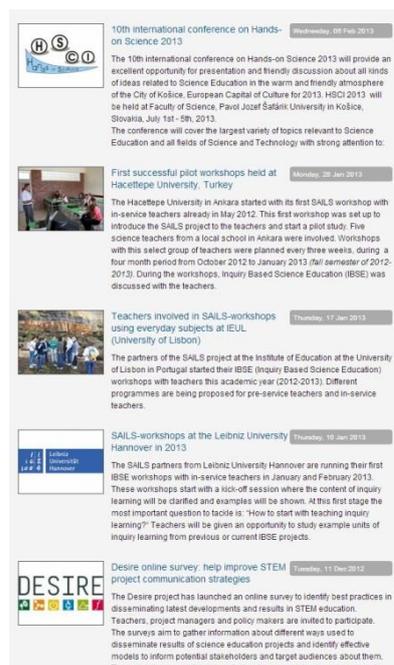
Steps are already being discussed about a more systematic exchange as part of the Scientix collaboration described in the previous chapter. On the part of SAILS, there is a proposal to contribute the stakeholders contacts that have already been gathered from amongst the partners to a trusted network under the direction of Scientix. These contacts include information about key decision-makers involved in science education at ministerial and advisory level from the different European countries where SAILS partners are located.

Promotion of other related project activities in SAILS news service

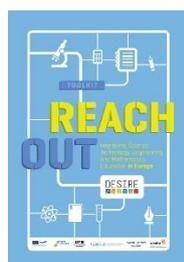
This type of promotion has been activated since the start of the project and will continue. This is largely done by promoting the activities of innovative science projects as part of the news service.

Samples include the promotion of the INGENIOUS European conference: "Towards 2020: Priorities for STEM Education and careers in Europe" in November 2013, promotion of the INSTEM Newsletter in August 2013 and highlighting a seminar on IBSE held in March 2013 in Denmark organised jointly with the SAILS consortium, the regional Centre for Science Education (NTS) and the municipality of Assens. These articles are usually 100 to 150 words long, are accompanied by an image and contain a link for further information.

Not only does this provide a useful service but it has also helped the dissemination team build up quite a good relationship with several project teams as they can offer this type of mutually beneficial service. For a full list of the news items already published, please check the website (<http://www.sails-project.eu/portal/articles>).



Use of materials and resources from other projects



Partners are already gathering resources from relevant projects as part of their assembly of sample assessment units for elaboration in the on-going workshop series. This includes for example the use of modules developed in the ESTABLISH and PRIMAS projects. Such re-use also extends to re-use of outputs from other relevant projects like the use of the dissemination handbook which has been published by the DESIRE (Disseminating Educational Science, Innovation and Research in Europe) project which develops models of diffusion and exploitation to ease the spreading of science education projects results to teachers, see <http://desire.eun.org>.

COLLABORATION AT NATIONAL AND REGIONAL LEVEL

All partners are strongly encouraged to carry out as much networking and clustering at national, regional and sectoral level as possible and to date this has been very successful. It began with the national launches of the projects in all partner countries and has continued in 2013 with the organisation of several joint activities and collaborative work generally.

Such collaboration includes activities with other European projects like the joint PRIMAS/SAILS event held in Hungary in November 2013, involvement in national events aimed at innovating science education like the engagement of UPRC in the Greek National Conference on the use of ICT in Education in Syros in June 2013 and the involvement of KCL



PRIMAS/SAILS EVENT e

in the Association for Science Education London Conference in May 2013. These activities are logged by the partnership and form the basis for the dissemination reports that are collected regularly from the partners.

In order to be somewhat more systematic about this work on a national level, all partners were asked to review their connections with relevant European and national projects in October 2013 and the table on the following page indicates which partners are involved in such projects. It is being used by the dissemination team to initiate and organise potential new activities. At a minimum, the dissemination team plan to put in place links with these projects from the website when it is re-launched in spring 2014.

This table will continue to be updated to add relevant new projects and initiatives according as they emerge in 2014 and 2015.

Projects and initiatives in which SAILS partners are involved

| Projects and Networks | DCU | SDU | LUH | Intel | Kings | HKR | HUT | MaH | UPRC | IEUL | JU | UPJS | US | AtiT |
|--|-----|-----|-----|-------|-------|-----|-----|-----|------|------|----|------|----|------|
| ASSIST-ME (Framework) | | | | | ■ | | | | | | | | | |
| Fibonacci (Framework) | | | | | | | | | | | ■ | | | |
| SECURE (Framework) | | | | | | | | | | | ■ | | | |
| ESTABLISH (Framework) | ■ | | | | | | | ■ | | | ■ | ■ | | |
| Coreflect (Framework) | | | | | | ■ | | ■ | | | | | | |
| Primas (Framework) | | | | | | | | | | | | | ■ | |
| Inspiring Science (Framework) | | | | | | | | | | | | | | ■ |
| SciCamp (LLP Comenius) science camps | | ■ | | | | | | | | | | | | |
| InStem (LLP) | ■ | | | | | | | | | | | | | |
| Mathematics with Perspective (MaP) (Interreg 4A) | | ■ | | | | | | | | | | | | |
| Preaty e-assessment | | | | | | | | | ■ | | | | | |
| Hope (Horizons in Physics Education) (LLP Network) | | | ■ | | | | | | | | | | | |
| Science on Stage – network | | | | | | | | | | | | ■ | | |
| Hands on Science Network | | | | | | | | | | | | ■ | | |
| ProCoNet (Community) | ■ | | | | | | | | | | | | | |
| MASCIL (Framework) | | | | | | | ■ | | | | | | | |

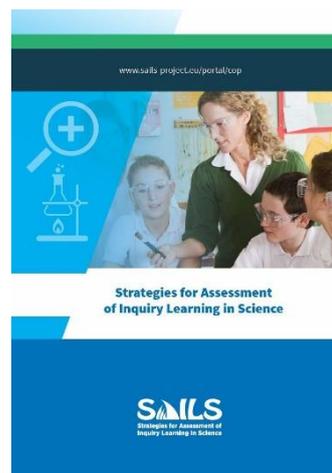
Proposed networking and clustering activities 2014-2015

As described earlier, networking and clustering activities will be ramped up in 2014 – 2015 according as the project outputs become more visible and the SAILS partnership have further significant resources and evidence of experiences to share. The plans are elaborated here using the same sub-headings as the previous chapter and will be reported on regularly in the remaining half of the project.

CREATION OF A COMMON DATA RESOURCE

The purpose of this work is to facilitate promotion in general and promotion aimed at policy-makers and decision-takers in particular. The information gathered about these people in the first half of the project will now be used more systematically to share information about the outcomes of the project. The dissemination team will also actively pursue the possibility of a concerted pan-European effort to create a common resource of information about such people using the Stakeholder Network Analysis (SNA) approach described earlier led by the ASSIST-ME project.

The first concrete action proposed is to circulate the brochure which is under development to members of this list. This brochure is a glossy publication which provides a context for the SAILS work and examples of real assessment strategies and approaches that have been tested and validated with teachers in different parts of Europe through the SAILS workshops. It also includes recommendations and background information about the project including contact details. This brochure will be launched in the same time period as the re-designed website in spring.



COVER NEW BROCHURE

SPECIFIC COLLABORATION WITH SCIENTIX

Given the role of Scientix as the primary European network dedicated to promoting innovation in European science teaching we appreciate the importance of continuing and expanding on the level of collaboration already underway with the Scientix team. Scientix has been re-launched on 30 January 2014 and now provides a number of different options for collaboration that are of specific interest to the SAILS project.

Collaboration options include:

- Promotion of SAILS activities through the network of Scientix national contact points which covers almost 30 European countries. As a link between the national and European level, the NCPs will be in a good position to reach out to national communities of STEM education professionals, organising national workshops, webinars or networking events. A complete list of current NCPs is available in Annex 1. The dissemination team are currently advising partners about the availability of this network and are encouraged to make contact with their NCP where one is already available particularly for networking and dissemination purposes.



SCIENTIX RE-LAUNCHED

- Engagement with the Scientix Teacher Panels. The Scientix Teacher Panel has been significantly expanded and now consists of 90 teachers from across Europe. The members of the Panel (known as Scientix Ambassadors and Deputy Ambassadors) will present Scientix to schools and national teachers associations, and assist in developing and testing various tools and services of Scientix. They also give their perspective as teachers in discussions with researchers, project managers or policy makers. In the case of SAILS they will be alerted as to the availability of resources related to assessment in IBSE and encouraged to share this information with teachers in their community who might be interested and could be encouraged to join the communities of practice in the relevant countries. A list of these Ambassadors and Deputy Ambassadors active in SAILS partner countries is available in Annex 2.
- Involvement in networking events organised by Scientix for science education projects which bring together project coordinators, managers and other representatives, from European and national science education projects. The goal is to allow projects to share and exchange their experiences, present their work, or start new collaborations. Scientix are currently working on the programme of these events for 2014 and the SAILS team are in regular contact with them to ensure SAILS is well represented where necessary.
- The 2nd Scientix Conference will take place 24-26 October 2014 in Brussels, Belgium. The event will be one of the largest STEM education events in Europe, with over 500 delegates participating, from every area of science education: policymakers, researchers, project managers, and, of course, teachers of STEM subjects. As mentioned earlier, discussions are already underway with the Scientix team to ensure that SAILS is well and appropriately represented at this conference.

Furthermore, the other services offered by Scientix will also be promoted to the SAILS partners and also through the SAILS website. These include the Scientix Translation on Demand service and the project library and resource repository on the Scientix portal. SAILS will continue to promote Scientix activities and events on the SAILS website and will also have information about SAILS posted in the Scientix news site. Furthermore, the SAILS team are actively following up opportunities to make news available from SAILS through the new Scientix Newsletter that will bring every three months the latest stories from both Scientix and across European STEM education landscape.

COLLABORATION WITH EUROPEAN PROJECTS

As described in the previous chapter the work to collaborate with other projects is already quite well advanced and will continue to be expanded in 2014 and 2015. In concrete terms, the possibility to exchange logos will be used as a way to attract interest from amongst the European project community and is often a good way to take a first step towards more practical collaboration. Already a number of projects have agreed to taking this step and their logos will be visible on the re-designed site when it is launched in March 2014. Further activities including the sharing of resources and the joint inputs to events like the proposed ASSIST-ME/SAILS input to the Scientix conference in October 2014 will be undertaken according as opportunities arise in the next 2 years.

COLLABORATION AT NATIONAL AND REGIONAL LEVEL

A survey of partners' activities related to networking and collaborating at a national and/or regional level was carried out in January 2014 to establish the extent to which partners were engaged in this sort of activity. Many of the partners are already actively engaged in this and many of the activities reported as news items on the SAILS website provides evidence as to this activity.

The following selection on a country-by-country basis indicates the extent to which this is happening in several countries where SAILS is represented.

Ireland

DCU is organising SMEC (Science and Mathematics Education Conference) in June 2014 which will be a joint SAILS/SMEC conference information about the conference is available here: <http://www.dcu.ie/smec/index.shtml>. This year the conference will focus on Thinking Assessment in Science and Mathematics. The organisers are offering opportunities for second-level teachers to attend and to share their experiences and examples of Inquiry-Based teaching, supported by SAILS and there will be teachers taking part from all SAILS partner countries.



SMEC CONFERENCE

This event will be hosted by the Centre for the Advancement of Science & Mathematics Teaching and Learning, CASTeL, of Dublin City University & St. Patrick's College, Drumcondra and will provide an opportunity for those involved or interested to discuss issues pertaining to the teaching, learning and assessment of science and mathematics at and across all educational levels. SMEC is a biannual conference that attracts both national and international delegates and so provides a very important opportunity for networking and collaboration and for highlighting in particular the first outcomes of SAILS.

Turkey

HUT will organise a summer school in June 2014 with teachers and are also considering clustering some teacher training events with the MASCIL project (Mathematics and Science for Life) in Turkey, more information about MASCIL is available here: <http://www.mascil-project.eu/>. They are also actively engaged in sharing information about SAILS and the outcomes of the project through events and conferences focused on innovations in teaching generally like a panel which is about taking place to discuss PISA 2012 results in Turkey on February 2014.

Slovakia

UPJS in Slovakia are deeply engaged in national activities related to science education and participate in many of the networks and activities aimed at innovating science and extending IBSE amongst practicing teachers. This includes cooperation with the State Pedagogical Institute and engagement in national projects with similar goals to SAILS and this will continue in 2014-2015. A key project which will play an important role in terms of networking and collaboration in Slovakia in the coming months is the VEMIV project supporting innovation of teaching maths, physics and informatics. UPJS are also involved in the association of chemistry teachers and will use events linked to this association in Slovakia to extend the reach of the SAILS project.

Greece

UPRC organises the biggest national yearly event on e-learning in Greece, the elearningexpo.gr that attracts the attention of numerous teachers, e-learning organisations and media which puts them in a very good position to promote SAILS throughout the country and to foster collaboration in relevant Greek networks and clusters. They enjoy very good relations with many of the teacher training faculties in Greece and will continue to target science education networks in the coming months along with policy- and decision-makers responsible for the science education curricula in Greece. They are also active on an international level and for example will participate in the forthcoming Global Education Forum being organised by Microsoft in Barcelona in March.

Hungary

This year US will organise the 12th Conference on Educational Assessment (CEA 2014) in May which is a key event in terms of assessment and of particular interest to the SAILS consortium,



CEA 2014

<http://www.edu.u-szeged.hu/cea2014/>. This conference will be held in the Szeged Committee of the Hungarian Academy of Sciences and although an academic conference of international standing it also attracts considerable attention in Hungary and will provide an important opportunity for networking and clustering amongst those interested in fostering innovation in science education in Hungary.

In addition, US are also involved in a cooperation with SzeReTeD Lab, a Scientific Lab founded and created at the SÁGVÁRI High School, a high school operated by the university. This lab has all the facilities and equipment to allow students to perform all types of scientific experiments and allows for in-service teachers and teacher trainees to practice IBSE techniques in a classroom lab environment. US are also in contact with the network of experts, trainers and teachers who took part in the Primas project in Hungary which provides them with access to many people involved in innovative science education in Hungary and they will continue to exploit these contacts in 2014-2015.

This sample of activities being undertaken by partners illustrates well the type of networking and clustering actions being undertaken at national level. The dissemination team will continue to work with all partners to support them in this work and to report on its outcomes in terms of dissemination and exploitation of SAILS outcomes.

LOOKING FORWARD

SAILS is now at a critical point in its development. The initial work to bring together expertise in IBSE assessment is complete, the cycles of workshops in each country are well underway and the first results are starting to emerge. The dissemination team are working closely with the partners at this important stage in order to maximise the networking and clustering possibilities that exist at both a European and a national level. Such effort includes ensuring the right types of services and materials are available to support networking and clustering and this is why the website is being updated and a new brochure is becoming available to highlight some of the initial real outcomes of the project. The dissemination team are also involved in ramping up their support to the partnership in terms of video in order to use video to capture some of the outcomes of the project and to make these available to the wider teaching community.

While many of the ideas for European collaboration were already in circulation earlier in the project, it is really only with the re-launch of Scientix in January 2014 that we are in a position to identify practical ways in which we can make networking and clustering really happen. This will be done through, for example, encouraging partners to connect with the Scientix National Contact points and to use these NCPs to help bring the outcomes of SAILS to the attention of relevant stakeholders.

Annexes

ANNEX 1: LIST OF SCIENTIX NATIONAL CONTACT POINTS

Austria: Austrian Federal Ministry for Education, the Arts and Culture
Belgium: Technology International vzw
Bulgaria: Institute of Mathematics and Informatics, Bulgarian Academy of Sciences
Czech Republic: Centre for International Cooperation in Education
Denmark: National Centre for Science Education
Estonia: Estonian Research Council
Finland: University of Helsinki, LUMA Centre
France: La main à la pâte Foundation
Greece: Computer Technology Institute and Press "Diophantus"
Hungary: Educatio Public Services
Ireland: Professional Development Service for Teachers
Israel: Makash
Italy: National Institute for Documentation, Innovation and Educational Research (INDIRE)
Latvia: Center for Science and Mathematics Education of the University of Latvia
Lithuania: Education Development Centre
Malta: Directorate for Quality and Standards in Education, Ministry of Education and Employment
Netherlands: National Science & Technology Platform (Platform Beta Techniek)
Norway: The Norwegian Centre for Science Education
Poland: Faculty of Mathematics and Computer Science, Nicolaus Copernicus University in Torun
Portugal: Directorate General for Education , Ministry of Education and Science
Slovenia: National Education Institute
Spain: The Spanish Foundation for Science and Technology
Switzerland: Swiss Media Institute for Education and Culture
Turkey: Directorate General For Innovation And Educational Technology, Ministry of national Education
United Kingdom: My science.co - National Science Learning Centre

National Contact points for Croatia, Cyprus, Romania, Slovakia and Sweden are under discussion.

ANNEX 2: LIST OF SCIENTIX AMBASSADORS AND DEPUTY AMBASSADORS

BELGIUM

Patricia Corieri, Brussels, patricia.corieri@asihs.org Scientix Ambassador
Nicolas Pettiaux, Brussels, npettiaux[at]heb.be Scientix Deputy Ambassador
Jeroen Mebis, Sint-Niklaas, jmebis@gmail.com Scientix Deputy Ambassador

DENMARK

Jesper Rud Christoffersen, Virum, jesperrud@yahoo.com Scientix Ambassador
Birgitte Petersen, Kirke Hoerup, Sonderborg, bbbp@mail.dk Scientix Deputy Ambassador
Thorbjørn Hartelius, Aarhus, hartelius@gmail.com Scientix Deputy Ambassador

GERMANY

Dagmar Raab, Schweinfurt, dagmar@raab-family.de Scientix Ambassador
Sven Hille, Rostock, sven.hille@io-warnemuende.de Scientix Deputy Ambassador
Doris Elster, Bremen, doris.elster@uni-bremen.de Scientix Deputy Ambassador

GREECE

Stavros Nikou, Thessaloniki, stavrosnikou@sch.gr Scientix Ambassador
Stelios Kessanidis, Athens, stelios@kessanidis.info Scientix Deputy Ambassador
Nikolaos Makris, Volos - Portaria - Velestino, nikmak22@yahoo.com Scientix Deputy Ambassador

HUNGARY

Beata Jarosievitz, Budapest, bjaro@goliat.eik.bme.hu Scientix Ambassador
Gergely Nádori, Budapest, nadorig@gmail.com Scientix Deputy Ambassador
Zsolt Vicze, Budapest, zsolt.vicze@gmail.com Scientix Deputy Ambassador

IRELAND

Michael O'Leary, Mallow, mole@sciencequiz.net Scientix Ambassador
Mary Mullaghy, Kells, mmullaghy@gmail.com Scientix Deputy Ambassador
William McTiernan, Kilkenny, wmctiernan@gmail.com Scientix Deputy Ambassador

POLAND

Malgorzata Zajackowska, Bialystok, mazajka@interia.pl Scientix Ambassador
Elzbieta Kawecka, Warsaw, elka@oeiizk.waw.pl Scientix Deputy Ambassador
Malgorzata Maslowska, Kalisz, malmaslow@gmail.com Scientix Deputy Ambassador

PORTUGAL

Carlos Cunha, Setubal, cjcunha@sapo.pt Scientix Ambassador
Graça Maria Carvalho Silva, Porto, graca05@gmail.com Scientix Deputy Ambassador
José Soares, Vieira de Leiria, Marinha Grande, profsoares@hotmail.com Scientix Deputy Ambassador

SLOVAKIA

Zuzana Christozova, Martin, christozova@gmail.com Scientix Ambassador
Gabriela Krížovská, Poprad, gabika@wisoft.sk Scientix Deputy Ambassador
Zuzana Meszarosova, Levice, meszarosovaz@nexta.sk Scientix Deputy Ambassador

SWEDEN

Jennie Malmberg, Stockholm, jennie.marie.malmberg@stockholm.se Scientix Ambassador
Fiona Luna, Karlstad, fiona.luna@karlstad.engelska.se Scientix Deputy Ambassador
Jim Lindholm, Gothenburg, jimgbg@gmail.com Scientix Deputy Ambassador

TURKEY

Gozde Mediha Kamer, Istanbul, gozde.kamer@gmail.com Scientix Ambassador

UNITED KINGDOM

Elaine Manton, Altrincham, elainemanton@yahoo.co.uk Scientix Ambassador
Neil Taylor, Dundee, n.m.taylor@dundee.ac.uk Scientix Deputy Ambassador
Richard Walden, Tonbridge, rewalden@talktalk.net Scientix Deputy Ambassador