

NATIONAL REPORT - CANADA

IANAS Science Education Activities in Canada, 2009-10

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The following week-long visits to Canada were funded by the Royal Society of Canada (The Academies of Arts, Humanities and Sciences of Canada) and by the Organization of American States (OAS) FEMCIDI project administered by IANAS (the InterAmericas Network of Academies of Science). Logistics in Canada were provided by the Centre for Mathematics, Science and Technology Education (CMASTE) at the University of Alberta, Faculty of Education. Visits to Edmonton Catholic Schools were facilitated by Emilie DeCorby and Kathryn O'Grady-Morris, and visits to Edmonton Public Schools by Cam Colville.

November, 2009

Visiting science educators were:

Ms. Simone Henry, Trinidad & Tobago, Secondary School Science Teacher

Mr. Kelley Calliste, Grenada, Secondary School Science Teacher

Ms. Lucy Samayoa, Guatemala, Teacher Facilitator, Guatemala Pilot Program: Science in School. Inquiry-Based Science Education (IBSE), Educación centrada en la Indagación (ECBI)

March, 2010

Visiting science educators were:

Ms. Noemi Tirado, Bolivia. Teacher facilitator in Bolivian ECBI project

Ms. Geovana Mendieta, Bolivia. Monitor in Bolivian ECBI project

Ms. Silvia Charuco Sagastume, Guatemala. Teacher Facilitator, Guatemala Pilot Program: Science in School. Inquiry-Based Science Education (IBSE), Educación centrada en la Indagación (ECBI)

Activities included:

Classroom observations of science teaching in primary/secondary schools

Discussion and critique of classroom observations

Study and discussion of science curriculum

Discussion of inquiry pedagogy in school science

Discussion of inquiry practices in teacher education

Visit to the Museum School at the Royal Alberta Museum

Presentations of in-country projects by participants

Notes

1. There was a problem with Canadian visa applications for some participants for the November visit. This resulted in the need to reschedule for March.
2. Such visits are likely to be more productive if they are shared by colleagues with a similar focus i.e. primary science or secondary science.
3. Future collaboration should include detailed descriptions of intended outcomes of visits, in order to ensure the planning of appropriate activities.