What 'Adelaideans' think about science

The intent of this workshop is to develop shared meaning about what we think science is for and how we might develop a shared understanding with our students and parents.

WORKSHOP AGENDA

Description	Time
1 | Let's begin – our initial thinking 1 Form a pair and discuss the following question: **What do you think science is for?** 2 Pair up with another pair to develop a shared set of 3 key points to share back with the whole group. 3 Present your shared meaning to the rest of the group – 30 seconds each mini-presentation.	10 min
2 | Introduction In this workshop we will watch a video clip in which the general public, students and teachers are asked what they think science is for. We will discuss this thinking and analyse how it fits with ours.	2 min
3 | Learning process 1 Watch the video clip[1] (2.15 min). 2 Personal reflection – While watching the video reflect on the following: a) What do Adelaideans think science is for? b) Were there any patterns? c) How does this connect with my understanding and our mini-presentation points? d) Were there any surprises? 3 Group discussion: • Pool your main points from your reflection and identify 2 similarities and 2 differences. • How do the Adelaidean's opinions fit with your group's shared meaning? • How does your thinking fit with the Australian Curriculum view of the science learning area? View the science animation[2] (3.42 min).	25 min
4 | Summary of learning What is our shared meaning of what science is for? As a table group complete this statement: **Science is for:**	5 min

NOTES

[1] TLinSA.ti.cc/ScienceSoundBites
[2] TLinSA.ti.cc/ScienceAnim

5 | Commitment to action

We know that we need to have a shared understanding of what science is about with our students and parents.

The one thing I will do to build on my students' and parents' current thinking about science is:

.....

.....

by ..... **and I will check-in with** .....