

Room E2 - Monday, 29 October 2012 - 11h-13h

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Room E2 - Monday, 29 October 2012 - 14.15 – 16.15

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Room E2 - Monday, 29 October 2012 - 16.45 – 18.15

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Room E2 - Tuesday, 30 October 2012 - 10.15 – 12.45

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Room E2 - Tuesday, 30 October 2012 - 14.15 – 16.15

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Room E2 - Tuesday, 30 October 2012 - 16.45 – 18.15

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Room E2 - Thursday 1st November 2012 - 10.15 – 12.45

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Room E2 - Thursday 1st November 2012 - 14.15 – 16.15

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Room E2 - Thursday 1st November 2012 - 16.45 – 18.15

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Room E2 - Friday, 02 November 2012 - 10.15 – 12.45

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Friday, 02 November 2012 - 14.15 – 16.15

Meeting-Room- Friday, 02 November 2012 - 16.45 – 18.30

Saturday, 03 November 2012 - 10h15 - 11.45

S7: Teacher training and teaching practices

[THE WAYS IN WHICH PRIMARY STUDENT TEACHERS AUTHOR THEIR PRIMARY SCIENCE TEACHER IDENTITIES](#)

Barbara Thorne

[PROMOTING STS ORIENTED PRACTICES IN PRIMARY SCHOOL TEACHERS](#)

Ana Cristina Torres

[VARIATION IN CONFIDENCE TO TEACH SCIENCE IN PRIMARY SCHOOL AMONG EUROPEAN TEACHERS](#)

Tom Olav Klepaker and SIV FLÆSEN ALMENDINGEN

S7: Teacher training and teaching practices

[Patterns of scientific problem finding of well-known scientists and application for science teaching](#)

YOUNGMIN KIM

[PROBLEM-BASED LEARNING](#)

Raja Raja Dahmane Gosnak, Thouraya Daouas

[TEACHER TRAINING AND IT'S IMPACT ON STUDENT CHANGE IN SCIENTIFIC CREATIVITY AND SOCIO-](#)

Anne Laius, Miia Rannikmäe

[EARLY CHILDHOOD PRESERVICE TEACHER'S AND THEIR UNDERSTANDINGS OF EARTH SCIENCE CONCEPTS](#)

Sedat UCAR, Kathy Cabe TRUNDLE, Lawrence KRISSEK

S7: Teacher training and teaching practices

[Science teacher's class planning at a hospital school](#)

Cristiano Mattos

[CONTINUING EDUCATION COURSE FOR TEACHERS OF HOSPITAL CLASSES: PROBLEMATIZING DISCUSSION OF](#)

Mônica Lobo, Francine Pinhão, Isabe Martins

[Peace, Love and Understanding. A New Perspective on Science Education in the 21st Century.](#)

Roger Cutting

S7: Teacher training and teaching practices

free place to be used

[Attempts at Innovative Teaching and Learning of Science in Ghanaian Schools](#)

thomas young, Kolawole Raheem

[Doing is Thinking in Technology.](#)

Bart Bulckens, Jan Ardies

[TECHNOLOGICAL LITERACY LEVELS OF PRE-SERVICE TEACHERS OF SOCIAL STUDIES](#)

E. Özlem Yiğit, Cemil Öztürk

S7: Teacher training and teaching practices

[AUTONOMIZATION OF SOCIAL INTEGRATING TEACHERS THROUGH PROJECT CONDUCT IN CLASSROOM](#)

Hiên-Minh Lê Thi

[EXPLORING THE PERCEPTIONS, AND SUCCESS RATES OF SCIENCE AND MATHEMATICS TEACHERS IN TWO IN-](#)

Sarah Bansilal, Angela James

free place to be used

[Professional Development as a Process of Boundary Crossing among Communities of Practice](#)

Manfred Lang

S7: Teacher training and teaching practices

USE OF INTERVAL CAMERA IN TEACHING GERMINATION TO GIFTED AND TALENTED YOUNG CHILDREN

April Daphne Floresca Hiwatig, Manabu Sumida

S7: Teacher training and teaching practices

TEACHERS AS AUTHORS IN A PROCESS OF CONTINUING EDUCATION: A WAY OF CHANGING THEIR CULTURE

Ricardo Graça

Identifying the Technological Critical Factors (CF) Regarding the Success of the Knowledge Management & Its

Mohammadreza Behrangi, Seyyed Jalal Musavi Khateer

Analyzing Preschool Teachers' Conceptions about In-service Training in Turkish Context

?????

S7: Teacher training and teaching practices

HOW TO THINK SCIENTIFIC PRIMARY TEACHING WITH « FICTIONAL –REALISTIC » STORYBOOKS ?

catherine BRUGUIERE, Eric Triquet, Mohamed Soudani, Jean-loup Héraud

La controverse autour de la biodiversité entre visée de connaissances et visée de pratiques innovantes à

saoudi saoudi, Hayet SAOUDI SAOUDI

Le modèle atomique est-il la réalité ? Conceptions d'étudiants et d'enseignants de sciences physiques et

Mohamed SOUDANI, Olfa SOUDANI, Jean-Paul AYINA BOUNI, Chiraz BEN KILANI

Mini Symposiums Room A - B & C

S7: Teacher training and teaching practices

apprentissage des ondes mécanique: où est la difficulté?

brahim mazouze, ali lounis

Approche didactique de l'enseignement de l'excrétion urinaire en 9ème année de l'enseignement de base en

Farhat Ardhaoui, Fathi Matoussi

Quelles différences entre enseignement explicite et modèle allostérique ?

Emmanuella Fouchereau

Mini Symposiums A, B or C & PARALLEL SESSIONS 10 (S3 & S7)

IOSTE General Assembly

Closing

Group Photos

Exchange of Gifts

DEPARTURE





en Français

