



**CREATIVE LITTLE SCIENTISTS:
Enabling Creativity through Science and
Mathematics in Preschool and First Years of
Primary Education**

D6.1 Dissemination and Exploitation Plan

www.creative-little-scientists.eu



The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union Seventh Framework Programme (FP7/2007-2013) under grant agreement n° 289081.



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D6.1 Dissemination and Exploitation Plan

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0	24.10.11	EA	Table of Contents
1	31.10.11	All partners	Proposed Dissemination Activities Excel sheet completed
2	4.11.11	EA	First draft of D6.1 is sent out
3	14.11.11	All partners	Comments / additions / corrections on first draft
4	22.11.11	EA	Advanced draft of D6.1 is sent out to partners, Project Manager and Quality Manager
5	28.11.11	All partners, Project Manager, Quality Manager	Final comments / additions / corrections - QA
6	02.12.11	EA and Project Manager	Submission of D6.1 to the EC.

OVERVIEW OF DELIVERABLE

This deliverable (D6.1) presents the plan for dissemination and exploitation activities to be carried out as part of the *Creative Little Scientists* project. It provides a description of the objectives and strategic approach, as well as a first overview of the dissemination activities to be adopted by the project as a whole and by partners in teams or individually.

The dissemination and exploitation plan aims initially to raise awareness for the project, and ensure that activities and outcomes of the project are disseminated and exploited widely and efficiently to the intended target audiences using appropriate and relevant communication methods. All partners participate in the activities related to the dissemination and exploitation plan, each with their specific expertise and competence, as detailed in the following pages. Ellinogermaniki Agogi (EA) is the project coordinator and the partner responsible for coordinating and monitoring all dissemination and exploitation activities.

The dissemination and exploitation plan covers three distinct phases which follow the project's development. Each phase includes different kinds of dissemination material and activities, specifically designed to reach the target audiences (teachers, school leaders, teacher trainers, curriculum designers, policy makers, parents). The project website will serve as the main dissemination tool. Activities promoting school stakeholders' involvement in the field work will take place intensively in the first year starting in March 2012 (project month 6), and will be continued throughout to the end of June 2013 (project month 21) to maintain the necessary level of involvement of the groups and individuals that will at each stage be necessary for the effective implementation of the research. The wide spectrum of networks and collaborations of all partners, as well as of other important projects across Europe will be mobilised to achieve this. An international final project workshop will be organized at the end of the project (March 2014 – project month 30), to round up the academic discussion of all concepts covered by the project in a public round table, and, most importantly, to present and explain the research findings to an audience consisting of selected key players, who can mobilise their organisations and professional networks to get to know and further exploit the project results.

This dissemination plan is a constantly updated and regularly reviewed document: it gradually accumulates information about realized dissemination activities, and plans for the next steps as the project evolves and creates new dissemination opportunities.

The present document (Version 1.0 of D6.1) is completed at the end of the project's second month and contains the plan for dissemination activities up to the end of the project's life time (March 2014).



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1. INTRODUCTION

The overall aim of EU-funded initiatives is to reap the maximum yield from their activities. This involves the consortium making decisions on efficiently organizing and managing their work, carrying out their project while gathering results and carefully distributing these results in easy to use formats, to all stakeholders and various end-users at the local, national and European levels.

Dissemination is more than just the distribution of foreground. It is a continuous process that requires synergy between creating new knowledge, its context and content, and language to engage with intended target audiences and the wider community. Part of the nexus between the goals of a project and its outcomes is the systematic dissemination of concepts, research design and results of the project and exploitation of the new knowledge and potential that the project will generate.

1.1 Purpose and Scope

The purpose of this dissemination and exploitation plan is to provide a description of the objectives and strategic approach, as well as a first overview of the dissemination activities to be adopted by the project *Creative Little Scientists*.

The overarching aim of all dissemination and exploitation activities is to raise awareness for the project, and ensure that the activities and outcomes of the project are disseminated and exploited widely and efficiently to the intended target audiences using appropriate and relevant communication methods.

The kinds of dissemination and exploitation activities to be carried out by the partners during the project's lifetime are stated in the project's description of work (DoW) and were discussed in the project's Kick Off meeting, which took place on October 6-7, 2011. All partners participate in these activities, each in their own capacity and bringing their specific expertise, as detailed in the following pages. Ellinogermaniki Agogi (EA) is the project coordinator and the partner responsible for coordinating and monitoring all dissemination and exploitation activities.

Early on it was decided by all partners that the dissemination and exploitation plan would be a management and design tool for continuous planning and adaptation of the proposed activities to the conditions arising throughout the project. Consequently, this plan comprises a constantly updated and regularly reviewed document: it will gradually accumulate information about realized dissemination activities, and plans for the next steps as the project evolves and creates new dissemination opportunities.



More specifically, the creation of the following versions of the dissemination and exploitation plan was agreed by all partners, as a way to monitor and ensure an effective dissemination and exploitation of all project results:

The present document (Version 1.0 of D6.1) is completed at the end of the project's second month and contains the plan for dissemination activities up to the end of the project's life time (March 2014). An updated version (Version 2.0 of D6.1) containing a record of all realized dissemination activities up to the end of December 2012 (i.e. the middle of the project - month 15), as well as revised plans for the activities to be carried out until the end of the project, will be created to coincide with the 1st Project Progress Report, due at the end of February 2013 (month 17 of the project). Finally, the final version of this document (Version 3.0), which will be providing an account for all dissemination activities carried out as part of the project by the consortium partners, as well as plans for the further use and exploitation of foreground will be created in time to accompany and inform the Final Project Report, due to be submitted to the EC by the end of May 2015 (project month 32).

Furthermore, a well prepared dissemination plan that is carefully implemented is crucial to the success of the project *Creative Little Scientists* not only because of this project's several public deliverables but also because of its basic premise, which is to involve the maximum possible number of users and stakeholders. Therefore, the main expected outcomes of the dissemination strategy to be outlined in the following pages are:

- To ensure visibility of the project aims and results;
- To valorise the activities and results of the project;
- To foster mainstreaming of the results among the stakeholders.

The action plan proposed in this document considers the necessary elements for developing an efficient dissemination strategy: establishing objectives; identifying the target groups; developing communication messages as well as selecting communication channels; planning activities; estimating timelines and evaluating success.

1.2 Objectives

The Dissemination and Exploitation Plan has two main objectives:

The first objective is to disseminate the messages and outputs of the project widely in Europe and beyond through targeted communication actions addressing all



stakeholders (teachers, school administrators, teacher trainers, curriculum designers, policy makers, parents).

The second objective is to exploit the results of the research (WPs 2-5) at the European level as well as at national and institutional levels, making them easily available to educational policy makers and other stakeholders, especially teacher training policy makers and institutions. The attainment of this objective relies essentially on synthesising all research outputs into an accessible Final Report on Creativity and Science and Mathematics Education for Young Children and a concrete set of Recommendations to Policy Makers and Stakeholders.

1.3 Strategy

In order to ensure the widest possible dissemination of the project, the following approaches are favoured from a strategical point of view:

- Continuous online presence through the project website (Deliverable D6.2) which will serve as the main dissemination tool. The website will provide factual information about the project, as well as, most importantly, support all stages of the research through integrated digital tools (see section 5.2).
- Activities promoting school stakeholders' involvement in the field work (Deliverable D6.4) will take place intensively in the first year starting in March 2012 (project month 6) (so as to prepare for the beginning of the first survey of school practice in April 2012), and will be continued throughout to the end of June 2013 (project month 21) to maintain the necessary level of involvement of the groups and individuals that will at each stage be necessary for the effective implementation of the research (WPs 3, 4 and 5). The wide spectrum of networks and collaborations of all partners will be mobilised to achieve this.
- Using other important projects and networks across Europe, in most of which project partners are involved, to make the outcomes of the *Creative Little Scientists* project available beyond the nine partner countries.
- Organisation of an international final project workshop (Deliverable D6.7) at the end of the project (March 2014 – project month 30), which will be used as an opportunity to round up the academic discussion of all concepts covered by the project in a public round table, and, most importantly, present and explain the research findings to an audience consisting of selected key players, who can mobilise their organisations and professional networks to get to know and exploit the project results. The audience will



consist of representatives of collective bodies as well as individuals, covering all stakeholder groups.

2. TARGET AUDIENCES

The dissemination and exploitation strategy laid out in this document has been designed and, through future updates and revisions as the project progresses, will continue to reach the following audiences:

<ul style="list-style-type: none"> • Teacher trainers • Policy makers 	Group 1
<ul style="list-style-type: none"> • Teachers • School leaders • Parents 	Group 2
<ul style="list-style-type: none"> • Curriculum designers • Researchers 	Group 3

These target audiences are divided into three groups for the purposes of the project. The first group includes policy makers and teacher trainers, the main recipients of the project's outcomes and the intended audiences to target consistently in order for the project to have the greatest impact. Teachers, school leaders and parents are the second group of audiences, and while they will not be targeted as intensely as the first group during the exploitation of the project results, they are very important both as participants in the field research of the project and as eventual end-users of the project's recommendations. Finally, the third group consists of educational researchers and curriculum designers, an audience interested in the work done and one which will assist the consortium in expressing expert opinions to the outcomes generated. This divide of the target audiences does not imply that one group is more important than the other; it simply indicates that different audiences will require different approaches so as to ensure maximum impact.

3. DISSEMINATION AND EXPLOITATION PHASES AND CONTENT

The dissemination and exploitation plan covers three distinct phases which follow the project's development. Each phase includes different kinds of dissemination material and activities, specifically designed to reach the audiences mentioned above, as well as the objectives of the different phases presented below. The plan overall operationalises a dissemination strategy which begins by introducing the project widely in the first 8 months (October 2011-May 2012) so that the target audiences get to know about it; builds momentum in the following 18 months (June 2012-November 2013) as the project progresses through targeted dissemination opportunities; and culminates in the last 4 months (December 2011-March 2014) by organizing the Final Project Workshop to present and explain the research findings to an audience consisting of selected key players who can mobilise their organisations and professional networks to exploit the project results. To achieve successful dissemination and exploitation of the project's results and outcomes certain key deliverables were defined as pillars of the strategy presented in this document, for partners to focus their dissemination efforts on and effectively satisfy the diverse needs of different target audiences. These key deliverables are:

- D2.2 Conceptual Framework
- D3.4 Comparative Report
- D4.4 Report on Practices and their Implications
- D5.2 Guidelines and Curricula for Teacher Training
- D5.3 Exemplary Teacher Training Materials
- D6.5 Final Report on Creativity and Science and Mathematics Education for Young Children
- D6.6 Recommendations to Policy Makers and Stakeholders on Creativity and Early Years Science

The three dissemination phases and the major common dissemination activities around the key project deliverables can be seen schematically in Appendix A.

3.1 Phase I – Awareness building (October 2011 – May 2012)

Before any of the project's desk or in-field research takes place, dissemination involves communication to inform schools and other stakeholders about the project and gain their interest and involvement in the field research. The wide spectrum of

networks and collaborations of all partners will have to be mobilised in order to achieve this. During this phase, the dissemination materials (Deliverable D6.3) produced (delivered by the end of March 2012 – project month 6), along with the project website (Deliverable D6.2) (delivered by the end of November 2011 – project month 2) will be the main dissemination channels to raise awareness on the work of the project and inform target audiences about the project's aims, objectives and expected outcomes.

Also, by March 2012 the literature reviews carried out as part of the project work in Work Package 2 (WP2) will have comprehensively and consistently covered all areas relevant to the concepts relevant to the project, including: science and mathematics education with a focus on pre-school and first years of primary school, creativity in education, creativity as a lifelong skill, related teaching and teacher training approaches, and comparative education. The material generated from the work carried out during the first 6 months of the project can be exploited by writing up review articles to publish in prominent scientific journals dedicated to reviews, such as 'Studies in Science Education' (<http://www.tandfonline.com/action/aboutThisJournal?show=aimsScope&journalCode=rsse20>).

3.2 Phase II – Dissemination of results (June 2012 – November 2013)

Throughout the project's lifetime dissemination materials will be updated to reflect the current state of the project outcomes and specific deliverables will be the focus of dissemination activities. By the start of the second dissemination phase (June 2012 – project month 9), a network of contacts will be in place to inform a great number of primary science education professionals about the results of the research and to maintain the necessary level of involvement of the groups and individuals which will be necessary to carry out the teacher survey and field work.

In this phase of the dissemination plan, some key deliverables of the project have to be communicated as widely as possible to relevant target audiences. These deliverables are:

- The Comparative Report (D3.4), delivered at the end of October 2012 (project month 13), will synthesise the outcomes of the desk research and teacher survey, thus providing a more refined framework for mapping and comparatively assessing existing approaches to science and mathematics education in pre-school and first years of primary school (up to the pupil age of eight) in the nine sample countries.

- The Report on Practices and their Implications (D4.4), delivered at the end of June 2013 (project month 21), will provide the analysis of the evidence gathered through the field work in the sample countries and will include a set of exemplary Case Studies illustrating the variety of approaches observed and the possibilities identified.
- Guidelines and Curricula for Teacher Training (D5.2), delivered at the end of August 2013 (project month 23), will provide a detailed account of the process and final outcomes of testing the prototypical curriculum design principles, refinement of the prototypical curriculum design and proposition of guidelines, validation, and final refinement of tested curriculum design principles.
- Exemplary Teacher Training Materials (D5.3), delivered at the end of November 2013 (project month 26), will be selected on the basis of good practices identified in the case studies (cf Deliverable D4.4) and their conformity or usability in the context of the validated guidelines and curricula (cf Deliverable D5.2).

3.3 Phase III – Exploitation of the project’s results (December 2013 – March 2014)

Exploitation of the project’s results will mostly depend on effectively communicating the main outcomes of the project to all target audiences. These are the Final Report on Creativity and Science and Mathematics Education for Young Children (Deliverable D6.5), delivered at the end of February 2014 (project month 29), and the Recommendations to Policy Makers and Stakeholders on Creativity and Early Years Science (Deliverable D6.6), also delivered at the end of February 2014 (project month 29). These deliverables will both be presented in the Final Project Workshop at the end of the project (in March 2014) as well as through other channels which will be mobilized so as to present the project’s outcomes and recommendations as widely as possible.

In this third phase of the dissemination, the project and its results will be communicated to the press. This communication will take place at different levels, depending on the kind of press targeted (specialised or generalist) and the area of interest (local, national or international).

4. CAPACITY FOR DISSEMINATION

Each of the project’s partners will contribute to the dissemination plan of *Creative Little Scientists*, according to their specific competencies and affiliated target

groups. Partners will report on both their intended and completed activities in their own country and/or international events to EA. For this purpose, two templates have been created: one for recording future dissemination opportunities and one for reporting completed dissemination activities. These forms can be seen in Appendix B and Appendix C. The former was used to capture the intended dissemination per partner reported in this document (see also Appendix D and Appendix E). Both templates are seen as tools for monitoring and guaranteeing the quality of the project's dissemination and will be used to collect information for the updated versions of the dissemination and exploitation plan (Versions 2.0 and 3.0) (see section 1.1).

An overview of the capacity of each partner for dissemination, including an account of its dissemination channels and targeted audiences is given in the subsections below.

4.1 P1 Ellinogermaniki Agogi (EA)

Ellinogermaniki Agogi (EA) is a private organization, officially recognised by the state as a provider of education at all levels from pre-school to upper secondary. In 1995, the organization established a Research and Development Department, a dedicated structure within the school employing 15 full time researchers which focuses on the design, implementation and support of pedagogical and technological innovation in educational practice, through work internally in the school and, most notably, through collaborations with numerous educational, research and commercial institutions in Europe and the world. Since its establishment, the Department has coordinated and supported the participation of EA, either as coordinator or as partner, in more than 100 national and international collaborative research projects and networks, the majority of which have been concerned with the fields of science and new technologies in education. EA is also an institutional member of ECSITE (European Network of Science Centres and Museums), EDEN (European Distance Education Network) and STEDE (Science Teacher Education Development in Europe) Network. Through these projects and networks, EA has developed sustainable communication channels with many schools and institutions and their staff and will utilise these channels for the dissemination of the *Creative Little Scientists* project.

4.2 P2 Institute of Education, University of London (IOE)

The Institute of Education (IOE) is a college of the federal University of London. With over 6,500 post-graduate students and 800 staff, it is the largest post-graduate centre for the study of education in the United Kingdom and one of the leading graduate schools of education in the world. The Institute is committed to pursuing



excellence in education and related areas of social science and professional practice.

The Department of Early Years and Primary Education

The Department of Early Years and Primary Education is an internationally recognised centre for post-graduate study and research into the development and education of children between the ages of 3-11. It encourages and supports coherent academic endeavour across a broad spectrum of issues that impact on policy, provision and practice in early years and primary education. Moreover, it provides high-quality professional development both for teachers and for an expanding range of professionals working in various educational settings.

The Department's mission is realised through the wide range of activities of academic and research staff involved with teaching and research in the fields of primary and early years education. There is a vibrant doctoral programme, innovative Masters' courses and full-time and part-time primary programmes of Initial Teacher Education. In addition, members of the Department undertake a range of specialist consultancy work, and research activities. There is a strong commitment to working in partnership with government agencies, education authorities, schools, early years' settings and community groups.

The Department is therefore well placed to disseminate findings and materials from the *Creative Little Scientists* Project through its extensive contacts with researchers, policy makers and practitioners across the UK and internationally.

4.3 P3 Open University (OU)

The Open University (OU) is the largest UK University, with over 250,000 students. Students are from the UK, Europe and beyond. The OU is open to people, places, methods and ideas and is committed to widening participation in higher education and social justice. The OU has a long tradition of working with other organisations and a proven track record in developing and maintaining research partnerships. The OU supports a vibrant research portfolio and fosters research teams who compete with top ranked institutions worldwide. External funding for research and enterprise continues to grow and is now well over £20M per annum. The Centre for Education and Educational Technology (CREET), is a specialist research centre with a strong applied focus which helps to ensure its impact upon policy and practice. CREET's multiple projects have included research into aspects of education and educational technology, such as language and literacies, creativity, digital technologies and teacher development. Many of these have sought to engage





practitioners as co-participant researchers and have involved professional associations and other educational organisations. All these contacts and networks will be used in order to enhance the strategic dissemination of the *Creative Little Scientists* project, enabling thus research to make more of an impact on national and international policy and practice.

4.4 P4 Bishop Grosseteste University College (BG)

Bishop Grosseteste University College Lincoln (BG) was established as a Teacher Training College in 1862 and enjoys a long-standing reputation as an independent higher education institution. Primary initial teacher education within the School of Teacher Development was deemed to be outstanding in 2010. Its emerging success in research, as demonstrated with a small Research Assessment Exercise entry in 2008 and a strong research endorsement for our new doctoral level work from the QAA Institutional Audit Report (2010), gives Bishop Grosseteste presence within an increasingly research intensive and competitive sector. The School of Teacher Development has strong partnership links with early years and primary professionals across the north and east Midlands region of the UK and supports professionals in practitioner research through higher degrees and research projects. Bishop Grosseteste coordinates the Cambridge Primary Review network in the region and the Emergent Science Network (including editing the Journal of Emergent Science). Through these networks BG is well placed to disseminate information on the *Creative Little Scientists* project.

4.5 P5 University of Eastern Finland (UEF)

The University of Eastern Finland (UEF) is one of the largest universities in Finland with its approximately 13,000 students and 3,000 members of staff. UEF is an international, research-intensive university with an extensive network of foreign partners. It has bilateral agreements of cooperation with approximately 70 universities abroad. UEF organizes annually a festival of science and technology for schools "SciFest" where various research and educational institutions along with companies offer workshops, popular lectures, robotics competitions, and interactive exhibitions. Among the areas of expertise and strengths of UEF are: natural sciences and new technologies; teacher training, education and culture; and environmental research and renewable natural resources. The strong expertise in cultural and behavioural sciences rests on research into cultures, education, teaching, learning and the human life course. The School of Applied Educational Science and Teacher Education in the Philosophical Faculty educates teachers and experts in education and schooling who are capable of operating in changing learning environments and organizations. Research is multidisciplinary and is





conducted in regional, national and international networks. The number of staff is 72 and the annual intake of students is 382. The School has coordinated EU Framework Programme projects, is the national coordinator in several Comenius projects, and has coordinated the transnational European project NEED (Northern Environmental Education Development). Finally, it has chaired several European Social Fund (ESF) projects in science and environmental education. Through these experiences UEF and the School of Applied Education and Teacher Education have established permanent dissemination channels, which they will use for the dissemination of the *Creative Little Scientists* outputs.

4.6 P6 Artevelde University College (AUC)

Artevelde University College (AUC) is a knowledge centre for education, research and services, where students, collaborators and strategic partners cooperate in a stimulating environment. AUC offers a variety of programmes in the fields of teacher education, management and communication, healthcare and social work. Artevelde University College is one of the largest universities for professional education in Belgium and by far the largest provider of teacher education in the country. The teacher trainer departments of AUC have large national networks in the field of education. AUC harbors an active research community working in five thematic fields, one of which is 'Educational Innovation and Youth Culture'. Since 2003 (following the Higher Education Act of the Flemish government), the Artevelde University College is a member of the Ghent University Association. As member of this association, the University College emphasizes the importance of the intercultural dialogue and the democratisation of internationalisation which will stimulate the international networking between institutions and practice and will enhance the international dimension in education, mobility, research and innovation in regard to ensure the best quality within the organisation. AUC is an active member of several international networks, such as NAFSA (Association of International Educators), EAIE (European Association for International Education), EURASHE (European Association of Institutions in Higher Education), Comenius Association, VELON (Dutch Association for Teacher Educators) and VELOV (Flemish Association for Teacher Educators). Through these national and international networks AUC has developed sustainable dissemination channels with many schools, institutions, their personnel and policy makers.

4.7 P7 Goethe University Frankfurt (GUF)

As one of the major institutions of higher education in Germany, the university is involved in numerous high-level research projects in different funding programmes,





with currently around 60 running EU projects in Framework Programmes 6 and 7 and other DG's programmes.

The department of Bioscience education is responsible for teacher training at all levels as well as offering continuing education / workshops for in-service biology teachers and has therefore continuous contact with different types of schools around Frankfurt as well as with several German teacher associations (e.g. Grundschulverband). The teacher training courses are conducted in cooperation with a specialized department at the Goethe University ("Goethe-Lehrerakademie") and are supported by the Ministry of Education.

Furthermore, the project partner is an active member in the following organizations: ESERA (European Science Education Research Association), ERIDOB (European Researchers in Didactics of Biology), VBIO (Verein Deutscher Biologen), DMB (Deutscher Museumsbund) and an active partner of the FP7 project Pri-Sci-Net.

Through these different channels, GUF will help disseminate the activities of the project.

4.8 P8 University of Minho (UMinho)

The University of Minho, through the Institute of Education and the School of Science, has direct contact with all primary and pre-primary schools in Braga and Guimaraes regions (Minho). Through its many former students and other collaborations, UMinho has established a wide range of contacts with schools all over Portugal. As a member of the Compostela and Santader groups of universities, UMinho can utilise these permanent dissemination channels for the purposes of the *Creative Little Scientists* project.

Additionally, using the contacts of 'Hands-on Science Network', a network initially funded by the Socrates-Comenius programme, but currently self-sustained and active, the project partner can also reach a large number of schools in Portugal as well as abroad, in virtually all EU countries.

The University of Minho also has a Communication Department with extensive contacts with press, radios and TV, allowing fast and deep dissemination of its activities, or activities it is involved in.



4.9 P9 National Institute for Laser, Plasma and Radiation Physics (NILPRP)

The Centre for Science Education and Training - CSET

CSET was established in 2004 as the educational department of the National Institute for Laser, Plasma and Radiation Physics in Bucharest. The mission of CSET is to support science education at pre-university level (from kindergarten to high school). The Centre staff delivers courses across Romania to more than 1,000 school teachers. The Centre coordinates the educational network “Hands-on Science” at national level and runs national and European projects dedicated to science education. One of these is the project “Discover!”, is funded by the European Social Fund, is dedicated to CPD of school teachers and leads the FP7 project “Fibonacci” in Romania. In cooperation with the French School in Bucharest, supported by the French Embassy and the French Agency for Teaching Abroad, the Centre organizes an annual Science Day attended by over 500 participants. CSET also maintains continuous contact with Romanian schools as it organises and coordinates science related activities like science fairs, contests and demo sessions. As a member of the international associations “Hands-on Science”, European Science Education Research Association – ESERA, Coalition for Science After School (USA), and a founding member of Network for Youth Excellence, CSET has built a large network of contacts which will be utilised for the purposes of disseminating the outputs of *Creative Little Scientists*. The Centre has also built sustainable dissemination channels through its numerous collaborations with the Optical Society of America, The International Society SPIE, School of Milan for Bioscience Education - Cus-Mi-Bio, the MirandaNet, The Holy Cross School in Surrey, United Kingdom, the Vinca Institute of Nuclear Sciences, Euroscience - section for Serbia, EASTCONN, the Regional Educational Service Center in Connecticut, USA, the National Optical Astronomy Observatory in Tucson, Arizona, USA and the New England Board of Higher Education (USA).

All contacts and partners of the Centre will be timely informed on the development and results of the *Creative Little Scientists* project.

4.10 P10 Université de Picardie Jules Verne, France (UPJV)

The University de Picardie Jules Verne (UPJV) is located in Amiens, France. UPJV offers a wide range of courses in many disciplines at all levels. These courses are divided into four areas:

- Arts, Languages and Foreign Culture



- Law and Political Science
- Economy and Management, Human and Social sciences
- Sciences, Technologies and Health

The UPJV consists of 31 research teams: 12 in the Arts, Humanities and Social Sciences and 19 in the Health and Science. Through these departments and teams, UPJV has developed dissemination channels with others departments and teams in France and in the world and will utilise these channels for the *Creative Little Scientists* project. Also, the project partner is an associate member of the laboratory Lutin-useclub located in the 'Cité des Sciences et de l'Industrie', an organisation which could be used for dissemination purposes.

4.11 P11 University of Malta (UoM)

The University of Malta, Faculty of Education is involved in teacher-training of teachers in Malta. More specifically, the Department of Primary Education is responsible for the training of primary school teachers as well as teachers in early years education, and therefore holds strong ties with schools and key stakeholders in primary and early years education. Dr. Suzanne Gatt, who is the Scientific Representative of UoM in the *Creative Little Scientists* project, is also Director of the Malta Council for Science and Technology and coordinator of the EU FP7 project Pri-Sci-Net. Pri-Sci-Net is a coordinating and support action aimed at promoting inquiry-based science education at primary level. The project includes the development of a European virtual network and the organisation of national and international training courses.

Dissemination by the University of Malta for the project *Creative Little Scientists* can involve the following:

- Dissemination of research results with students following teacher-training courses at primary and early years level as project results are included within the training courses;
- Dissemination through the Pri-Sci-Net activities with: links on its website; publications in its research journal and the project newsletters; discussion of outcomes on the project's virtual networks, national courses, international courses and international conferences;
- Organisation of a half-day seminar to share the research results with key players in the area.





5. DISSEMINATION TOOLS AND MATERIALS

5.1 Project Logo

The project logo, seen in Figure 1, plays an important role in representing the project's identity. It is included in all documents, dissemination materials, presentations in events and conferences, as well as in any web presence of the project. The logo was designed by EA after suggestions and comments by all partners. It includes images associated with science suitable for early years education and depicts two children 'creating' the logo.



Figure 1: Project logo

5.2 Project Website

The project website serves as the main dissemination tool and contains factual information about the project, as well as digital tools to support all stages of the research (e.g. documentation repositories, online questionnaires, group communication and discussion tools to support the organisation of focus groups and online workshops, tools for searching in the recorded practices, etc.). The full version of the website will be in the consortium's working language (English). However all those aspects of the website which will be addressing the local communities of stakeholders who will be involved in the project in each country will be available in all nine European languages covered by the consortium (Dutch, English, Finnish, French, German, Greek, Maltese, Portuguese, and Romanian). The project website will be maintained beyond the end of the funded period.

The domain name for the project website is <http://www.creative-little-scientists.eu> and its first version (Deliverable D6.2) was designed and due to be delivered to the EC by EA together with this deliverable at the end of November 2011 (project month 2). (See Figure 2 for a screenshot of the *Creative Little Scientists* home webpage).



Figure 2: Project website (home page)

5.3 Other Web Presence

Each consortium partner will promote the project in the different national languages through their own website, which will provide relevant information and updates about the project's activities, linking back to the dedicated project website in English.

Social media (Facebook, Twitter, LinkedIn) will be utilised for promoting the project, raising awareness and keeping interested audiences up to date with the progress of the project. The aim of using social media as a dissemination tool is to reach a wider audience that might be interested in the work of the project but is not affiliated with partners and cannot be contacted through partners' networks or other dissemination material produced by the consortium.

5.4 Contacts Database

A database of contacts will be created for project dissemination and research needs. It will serve as a medium for communicating with actors interested in project news and progress, as well as for communicating with stakeholders participating in the research. A person will be included in the contact database only if he/she has given his/her consent for it. This contact database will be created in three ways:

- The project website will be used as a medium of collecting contact information. Visitors of the website will have option of registering to the list of interested contacts.
- An invitation e-mail about the project will be sent to the members of relevant contact lists held by each project partner, describing the project and asking them to register to receive more information.
- The contact database will include standard mail and e-mail addresses of other projects and initiatives which are active in related areas, and publish newsletters open to external contributions such as those that are disseminated by *Creative Little Scientists*. Each partner will distribute the project information to their appropriate mailing lists.
- Finally, the contact database will include the contact details of all stakeholders who will be involved in all stages of the research, or/and will participate in project dissemination events.

5.5 Newsletters and Press Releases

Two regular dissemination/publicity activities are planned:

- The preparation of short electronic newsletters, which will include a summary of the project news and achievements, and will be sent to the members of the contact database, who have opted to receive them, using e-mail. The electronic newsletters are expected to be published in English, and sent to the e-mail addresses in the contacts database about every four months.
- A series of press releases that will be sent to a focused audience and selected publication outlets that are interesting for the target user groups (e.g. the local newspapers in each region). These press releases will be produced in English. Partners will translate them into their language for the website and for promotion in their region.

5.6 Brochures, Posters, Leaflets

Early on in the project (by end of March 2012, project month 6) a brochure and a leaflet describing the *Creative Little Scientists* objectives, providing general information about the project aims and vision, and publicising the project website will be produced by the consortium in digital format for partners' easy printing and translation in the national languages. Updated and revised versions of the brochure and leaflet will be provided by EA (with input from content developing partners) as the project progresses. Similarly, posters will be created appropriately to publicise project dissemination events. These materials (Deliverable D6.3) will be made available for all consortium members for translation and use. In a printed format, these dissemination materials can be used for visibility in third party conferences and workshops, and/or for dissemination events organised by the project partners individually or in groups. In an electronic format, they can be easily and widely distributed via the website and/or e-mail to interested stakeholders.

6. DISSEMINATION EVENTS AND ACTIVITIES

The *Creative Little Scientists* project constitutes a timely, fine-targeted contribution to a better understanding, at the European level, of the potential available (albeit not explicitly acknowledged and mostly unexploited) on the common ground that science and mathematics education in pre-school and early primary school can share with creativity. Based on this better understanding, the proposed project takes a decisive step beyond 'research for the sake of knowledge' towards facilitating the application of the generated knowledge in order to practically exploit the above mentioned potential. The dissemination and exploitation activities foreseen in the project will provide the necessary conditions of awareness and

motivation that will allow Europe and the stakeholder groups to take advantage of the new understandings and conceptual tools that the project will provide.

6.1 Publication of Articles

The project's results will be presented in articles which will be submitted to scientific and professional journals. This will be an opportunity to promote project results to interested scientific and professional communities. Prominent journals, both at the national and international level, have been identified by all partners in order to inform a solid and high impact publication strategy that will reach the widest possible number of all target audiences.

General Media

The general public will be addressed through press releases (see section 5.5) and various publications in newspapers, television programmes and magazines to raise awareness at the national level so that practitioners and other stakeholders are informed of the project's work.

Professional journals

Professional journals have the potential to reach a great number of practitioners interested in the work carried out by the *Creative Little Scientists* project and as such, could be utilised in order to raise awareness at the beginning of the project, provoke interest during the in-field work and finally, present the results in the form of guidelines and exemplary material generated by the project.

Scientific journals

Scientific journals play an important role in the publication strategy identified in the dissemination plan since the *Creative Little Scientists* consortium will produce a number of outcomes which will be academically significant. According to the Description of Work, in WP2 a clear and detailed conceptual framework (Deliverable D2.2) will be developed covering all the relevant areas of the project and forming the basis for the subsequent phases of the research; in WP3 and WP4 the existing approaches to science and mathematics education in pre-school and first years of primary school (up to the pupil age of eight) in the nine sample countries will be mapped, comparatively assessed and analysed to reveal the details of current practice and provide insights into whether and how children's creativity is fostered (Deliverables D3.4 and D4.4); while in WP5 the consortium will carry out both desk and field research, on the basis of which it will propose concrete guidelines (curriculum design principles, curricula and exemplary materials) for

relevant European initial teacher training and continuous professional development programmes (Deliverables D5.2 and D5.3). Finally, work in WP6 will include the synthesis of the final findings of the research into a highly informative, thought and action provoking final report on creativity and science and mathematics education for young children (Deliverable D6.5); and a set of concrete recommendations for further practice, addressed to policy makers and stakeholders, including pre-schools and primary schools as well as teacher training policy makers and institutions (Deliverable D6.6). All these project outputs will provide the material for interesting and significant project publications in relevant scientific journals.

Examples of professional and scientific journals identified by the project partners to be targeted for project publications can be found in Appendix D.

6.2 Presentation in Conferences and Workshops

The project has identified a number of upcoming conferences which can serve as opportunities for promoting project results, making liaisons with interested stakeholders, and receiving input about the methods and results of the project.

Some examples of international conferences that the *Creative Little Scientists* consortium will plan to participate in are:

- European Early Childhood Education Research Association (EECERA) Annual Conference held in Oporto, Portugal on 30 August-1 September 2012
- European Conference on Educational Research (ECER) (which is the annual conference of the European Educational Research Association (EERA)) - held in Cadiz, Spain on 18-21 September 2012
- Biannual Conference of the European Science Education Research Association (ESERA) to be held in Nicosia, Cyprus during Summer/Autumn 2013
- Biennial EARLI (European Association of Research on Learning and Instruction) Conference for Research on Learning and Instruction held in Munich, Germany on 27-31 August 2013
- NARST (National Association of Research in Science Teaching) Annual International Conference held in Rio Grande, Puerto Rico on 6-9 April 2013

A detailed schedule of national and international conferences the project partners intend to participate in can be found in Appendix E.

6.3 Organisation of Project-specific Local Events

Partners will organise a number of events locally, such as research seminars and workshops, to promote the project and gather input about the project's results.

6.4 Links with Other EU Projects

The consortium will make use of other important projects across Europe, in most of which project partners are already involved, to make the *Creative Little Scientists* project outcomes available beyond the nine partner countries.

These projects include:

- *Pri-Sci-Net*, a European network of Primary Science Educators. UoM is the coordinator of Pri-Sci-Net.
- *Pathway to Inquiry Based Science Teaching*, which aims to promote the effective widespread use of inquiry- and problem-based science teaching techniques in primary and secondary schools in Europe and beyond. EA is one of the partners of PATHWAY.
- *PROFILES*, an FP7 project focused on raising self-efficacy of science teachers to promote inquiry-based science education. UEF is one of the partners of PROFILES.
- *FIBONACCI*, an FP7 project which aims at a large-scale dissemination of inquiry-based science and mathematics education (IBSME) in Europe, through the provision of training and tutoring by institutions with high recognition in science education, large school-coverage and capacities for transfer of IBSME, to less experienced institutions. NILPRP is one of the partners of FIBONACCI.
- *PRIMAS*, an FP7 project which aims to effect a change across Europe in the teaching and learning of mathematics and science by supporting teachers to develop inquiry-based learning (IBL) pedagogies. UoM is one of the partners of PRIMAS.
- *KidsINNscience*, an FP7 research project which aims to identify and promote innovative approaches for teaching and learning science; adapt and test them for implementation in mainstream schools; and develop innovation strategies for science and technology (S&T) education in all participating countries.



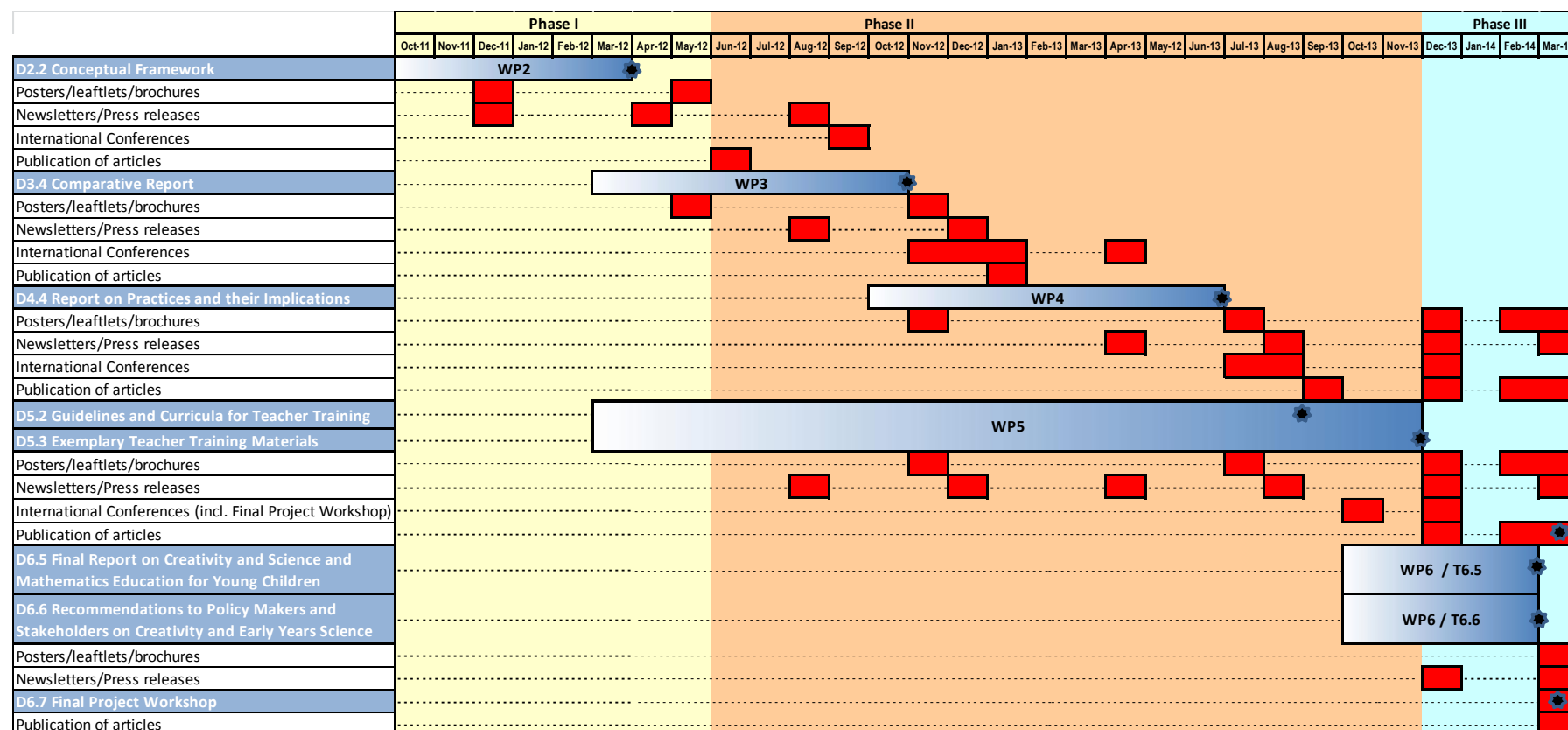
6.5 Links with Other Networks and Special Interest Groups

All project partners are active researchers in their fields and thus participating in a multitude of associations and Special Interest Groups (SIGs), which they can utilise in order to disseminate the project and its outcomes.

Partners are members of:

- BERA (British Educational Research Association) Creativity in Education SIG
- 'Hands-on Science Network', a network initially funded by the Socrates-Comenius programme, but currently self-sustained and active
- ESERA (European Science Education Research Association) Early Years Science Education SIG
- EARLI: European Association for Research on Learning and Instruction
- EECERA: European Early Childhood Education Research Association
- EERA: European Educational Research Association
- EAPRIL: European Association for practitioner research on improving learning in education and professional practice
- NARST: National Association for Research in Science Teaching
- AERA: American Educational Research Association

APPENDIX A: Common Dissemination Activities Around the Key Project Deliverables



APPENDIX B: Template for Recording Proposed Dissemination Activities

Proposed Dissemination	Partner: _____								
Examples are provided with italics									
a. Dissemination Activities									
a I. Publication of Articles									
<i>a I.1 Publications in scientific journals</i>									
No	Title of Journal	Editor	URL	Published by	Publisher	Area of Focus	Language of publication	National (mention country) / International	Comments / Reasons for inclusion
1	<i>European Early Childhood Education Research Journal (EECERJ)</i>	<i>Tony Bertram</i>	http://www.eecera.org/journal/ http://www.tandf.co.uk/journals/journal.asp?issn=1350-293X&linktype=1	<i>European Early Childhood Education Research Association (EECERA)</i>	<i>Routledge</i>	<i>early childhood education</i>	<i>English</i>	<i>International</i>	<i>one of the most prestigious early childhood journals in the world</i>
2									
3									
<i>a I.2 Publications in professional journals</i>									
No	Title of Journal	Editor	URL	Published by	Publisher	Area of Focus	Language of publication	National (mention country) / International	Comments / Reasons for inclusion
1	<i>Journal of Emergent Science</i>	<i>Jane Johnston and Sue Dale Tunnicliffe</i>	http://www.ase.org.uk/journals/journal-of-emergent-science/	<i>Emergent Science Network</i>		<i>Science education for early years</i>	<i>English</i>	<i>International</i>	<i>professional research e-journal focusing on science for young children from birth to 8 years of age</i>
2									
3									
<i>a I.2 Publication in media (magazines, newspapers)</i>									
No	Name of publication	Editor	URL	Published by	Publisher	Area of Focus	Language of publication	National (mention country) / International	Comments / Reasons for inclusion
1									
2									
3									

a II. Presentation in Conferences, Workshops and Meetings

a II.1 Presentation in international conferences/workshops/meetings

No	Name of event	Place of event	Date of event	Target Groups	Size of event	Comments / Reasons for inclusion	URL
1	Biannual Conference of the European Science Education Research Association (ESERA)	Nicosia, Cyprus	Summer/Autumn 2013	Science Education Researchers and Educators	ESERA Conference of 2011 had 1200 participants		
2							
3							

a II.2 Presentation in national conferences/workshops/meetings

No	Name of event	Place of event	Date of event	Target Groups	Size of event	Comments / Reasons for inclusion	URL
1							
2							
3							

a III. Organisation of Project-Specific Local Events (institutional seminars, focus groups, meetings with teachers in schools etc.)

No	Name of event	Place of event	Date of event	Target Groups	Size of event	Brief Description of event	URL
1							
2							
3							

a IV. Links with other EU Projects, Networks and Special Interest Groups

No	Name of Project, Network or SIG	Name of event	Place of event	Date of event	Brief Description of event	URL	
1							
2							
3							

b. Dissemination Tools						
b I. Leaflets / Brochures						
No	Title	Release Date	Objectives	Target Groups		
1	Creative Little Scientists Brochure	30/11/2011	Raise awareness	archers, teachers, parents, educators		
2						
3						
b II. Website presence (additional to the project' s website, other possible project presentations in sites & social media sites)						
No	Website URL	Organization / Body	Presence URL	Thematic Area	Relevance to the project	Comments / Reasons for inclusion
1						
2						
3						
b III. Mailing lists (used for promoting the project results)						
No	Mailing list name	Target Groups	Thematic Area	Relevance to the project	Comments / Reasons for inclusion	
1	CLS school mailing list	Teachers, pupils, parents	Education	High		
2						
3						
b IV. Other dissemination mediums						
No	Type of dissemination medium	Description	Target Groups	Comments / Reasons for inclusion		
1						
2						
3						

APPENDIX C: Template for Reporting Completed Dissemination Activities

Report on Implemented Dissemination Activities							Partner: _____			
a. Dissemination Activities										
a I. Publication of Articles										
<i>a I.1 Publications in scientific journals</i>										
No	Title of Journal	Editor	URL	Publisher	Author(s)	Title of Article	Area of Focus	Language of publication	National (mention country) / International	Comments
1										
2										
<i>a I.2 Publications in professional journals</i>										
No	Title of Journal	Editor	URL	Publisher	Author(s)	Title of Article	Area of Focus	Language of publication	National (mention country) / International	Comments
1										
2										
<i>a I.2 Publication in media (magazines, newspapers)</i>										
No	Name of publication	Editor	URL	Publisher	Author(s)	Title of Article	Area of Focus	Language of publication	National (mention country) / International	Comments
1										
2										
a II. Presentation in Conferences, Workshops and Meetings										
<i>a II.1 Presentation in international conferences/workshops/meetings</i>										
No	Name of event	Place of event	Date of event	Target Groups	Size of event	Author(s) / Presenter(s)	Title of Article	Language of presentation	Comments	URL
1										
2										
<i>a II.2 Presentation in national conferences/workshops/meetings</i>										
No	Name of event	Place of event	Date of event	Target Groups	Size of event	Author(s) / Presenter(s)	Title of Article	Language of presentation	Comments	URL
1										
2										

a III. Organisation of Project-Specific Local Events (institutional seminars, focus groups, meetings with teachers in schools etc.)									
No	Name of event	Place of event	Date of event	Target Groups	Size of event	Brief Description of event	URL	Size of event	
1									
2									
a IV. Links with other EU Projects, Networks and Special Interest Groups									
No	Name of Project, Network or SIG	Name of event	Place of event	Date of event	Brief Description of event	URL			
1									
2									
b. Dissemination Tools									
b I. Leaflets / Brochures									
No	Title	Release Date	Objectives	Target Groups					
1									
2									
b II. Website presence (additional to the project's website, other possible project presentations in sites & social media sites)									
No	Website URL	Organization / Body	Presence URL	Thematic Area	Relevance to the project	Comments			
1									
2									
b III. Mailing lists (used for promoting the project results)									
No	Mailing list name	Target Groups	Thematic Area	Relevance to the project	Comments				
1									
2									
b IV. Other dissemination mediums									
No	Type of dissemination medium	Description	Target Groups	Comments					
1									
2									

APPENDIX D: Professional and Scientific Journals for Project Publications

Professional journals							
Title of Journal	Editor	URL	Published by	Publisher	Area of Focus	Language of publication	National (mention country) /
Journal of Emergent Science	Jane Johnston and Sue Dale Tunnicliffe	http://www.ase.org.uk/journals/journal-of-emergent-science/	Emergent Science Network		Science education for early years	English	International
Science in School		http://www.scienceinschool.org/	EIROforum		Science education	All EU languages	International
Fysikos Kosmos (Natural World)	Panagiotis Filintis	http://www.eef.gr/object/view/57	Association of Greek Physicists		Physics education	Greek	National (Greece)
Syxxrono Nipiagogeio (Modern Kindergarten)		http://www.diptyxo.gr/nipiagogio_details_new.asp		Diptyxo	Early years education	Greek	National (Greece)
Syxxroni Ekpaifeisi (Modern Education)	Aggeliki Giannopoulou	http://www.estiabooks.gr/estia/HestiaBookStore_pub.asp?search=	Aggeliki Giannopoulou		All levels of education	Greek	National (Greece)
Primary Science	Tara Mawby	Available to members of Association for Science Education at www.ase.org.uk	Association of Science Education	Association for Science Education	Early years and primary science - practice, policy and research	English	Mostly national (UK)
Primary Mathematics	Lynne McClure	Available to members of the Mathematical Association	The Mathematics Association	The Mathematics Association	early years and primary mathematics - theory and practice. Keen to encourage articles from practitioners	English	Mostly national (UK)
Teach Primary magazine		www.teachprimary.com	Maze Media	Maze Media	primary education - ideas, advice for practitioners across the curriculum	English	National (UK)
Tijdschrift voor lerarenopleiders (Journal for teacher educators)	Mathilde Van Vliet	http://www.velon.nl/over-de-velon/tijdschrift-redactie	VELON (Dutch Association for Teacher Educators) - VELOV (Flemish Association for Teacher Educators)		Teacher training and professional development	Dutch	International (Dutch speaking countries)
De wereld van het jonge kind (The World of the Young Child)	Iris van den Berg	www.hik-online.nl/hik/home	Floor de Jager		education for early years (theory and practices in schools)	Dutch	International (Dutch speaking countries)
Kleuters en ik (Toddlers and I)	Bart Declercq	www.cegopublishers.be/kleutersenik	CEGO	CEGOpublishers	Experiential education for early years (topics are amongst others science, technology, role of the teacher, ...)	Dutch	National (Belgium)
Opettaja (Finnish Teacher)	Hannu Laaksola	http://www.opettaja.fi/portal/page?_pageid=95.1&_dad=portal&_s	OAJ	OAJ	Comprehensive school education	Finnish	National (Finland)
Lastentarha (Kindergarten)	Anne Liimola	http://www.lastentarha.fi/portal/page?_pageid=535.479507&_dad=portal&_schema=	LTOL (The Association of Kindergarten Teachers in Finland)	LTOL	Early childhood education	Finnish	National (Finland)

Scientific Journals							
Title of Journal	Editor	URL	Published by	Publisher	Area of Focus	Language of publication	National (mention country)/
European Early Childhood Education Research Journal (EECERJ)	Tony Bertram	http://www.eecera.org/journal/ http://www.tandf.co.uk/journals/journal.asp?issn=1350-	European Early Childhood Education Research Association (EECERA)	Routledge	early childhood education	English	International
International Journal of Early Years Education	Collette Gray and Martin Needham	http://www.tandf.co.uk/journals/journal.asp?issn=0966-		Taylor Francis	early childhood education	English	International
Thinking Skills and Creativity	Anna Craft and Rupert Wegerif	http://www.elsevier.com/locate/journaldescription.cws_home/7		Elsevier	creativity	English	International
Studies in Science Education	Jim Ryder	http://www.tandf.co.uk/journals/journal.asp?issn=0305-		Taylor Francis	science education	English	International
Research in Science Education	Stephen M Ritchie	http://www.springer.com/education+%26+language/science+education/journal/11165		Springer	early childhood, primary, informal learning	English	International
Research in Mathematics Education	Jeremy Hodgen, Elena Nardi, Tim Rowland	www.tandf.co.uk/journals/rme	British Society for Research into Learning Mathematics	Taylor and Francis	All aspects of mathematics education of relevance across educational systems	English	International
British Educational Research Journal	V Baumfield, H Cremin, P Gronn, J Hughes, R Leitch, and R Menter		British educational Research Association (BERA)	Routledge	education research	English	International
International Journal of early Years Education	C Gray and M Needham			Taylor Francis	EY research	English	International
Pedagogische studiën	Dr. E.P.W.A. Jansen	http://www.vorsite.nl/nl/pedagogische_studien/redactie.html	The Netherlands Educational Research Association (VOR) and the Flemish Forum for Educational Research (VFO).		education research	Dutch	International (Dutch speaking countries)
Scandinavian Journal of Educational Research	Oyvind Martinsen	http://www.tandf.co.uk/journals/titles/00313831.asp		Routledge	Educational research	English	International
NorDiNa -Nordic Studies in Science Education	Anders Isnes	http://www.naturfagsejnteret.no/c1515377/tidsskrift/vis.html?id=1519975	Norwegian Centre for Science Education	Naturfagsejnteret	Science education	Multilingual (English, Swedish, Danish, Norwegian)	
Journal of Baltic Science Education	Vincetas Lamanauskas	http://www.jbse.webinfo.lt/journal.htm	Scientific Methodical Center Scientia Educologica		Science education	English	
International Journal on Hands-on Science	Manuel Costa	http://ijhsci.aect.pt	Hands-on Science Network	Hands-on Science Network	Science education focus on hands-on and IBSE	English (multilingual until 2011)	International

APPENDIX E: National and International Conferences for Project Participation

Name of event	Place of event	Date of event	Target Groups	Size of event (approx.)	Partners involved
SciFest	Finland	18-21 April 2012	Teachers, pupils, educators	1500 participants	UEF
Science Day	Bucharest	May 2012	School students and teachers, parents	500 participants	NILRP
British Society for Research into Learning Mathematics	Sussex	June 2012	Researchers in mathematics education	500 participants	IOE
ORD days (Educational Research days) - annual conference	Wageningen, The Netherlands	June 2012 or June 2013	Education Researchers and Educators (English papers are possible)	600 participants	AUC
EECERA conference	Oporto, Portugal	30 August-1 September 2012	Education Researchers and Educators (in the domain of early years)	600 participants	All partners
European Conference on Educational Research	Cadiz, Spain	18-21 September 2012	Education Researchers and educators		All partners
National Conference of Physics	Bucharest	September 2012	Educators	100 participants	NILRP
British Educational Research Association Annual Conference	Manchester	September 2012	Researchers, practitioners, teacher educators in primary education	1000 participants	BG, IOE, OU
9th International Conference on Hands-on Science	Antalia, Turkey	17-21 October, 2012	Science Education Researchers and Educators	300 participants	Uminho
Annual symposium of Educational Sciences	Finland	24-25 November 2012	Researchers, teachers, educators	500 participants	UEF
Association for Science Education Annual Conference	Tbc	January 2013	Practitioners, researchers, teacher educators, policy makers in science education	3000 participants	IOE
NARST Annual International Conference	Rio Grande, Puerto Rico	6-9 April 2013	International resereachers	1200 participants	All partners
American educational research association	Atlanta Georgia	11-15 April 2013	International resereachers	10000 participants	All partners
VELON-VELOV conference (Dutch and Flemish)	Tbc	Spring 2013	Teacher educators and education researchers	600 participants	AUC
10th International Conference on Hands-on Science	Braga, Portugal	July 2013	Science Education Researchers and Educators	400 participants	UMinho
Biannual Conference of the European Science Education Research Association (ESERA)	Nicosia, Cyprus	Summer/Autumn 2013	Science Education Researchers and Educators	1200 participants	All partners
European Association of Research on Learning and Instruction (EARLI)	Munich Germany	Summer/Autumn 2013	Science Education Researchers and Educators	1700 participants	All partners
Biannual Conference of the "Verein deutscher Biologen" (VBIO), Sektion Fachdidaktik (Biology education)	Tbc	Autumn 2013	German Biology Education Researchers and Educators	200 participants	GUF
ICASE World Conference on Science and Technology Education	Sarawak, Borneo	29 September-3 October 2013	Teachers, academics and Associations of Science Education	1000 participants	BG
Biannual International Conference, European Researchers in Didactics of Biology (ERIDOB)	Tbc	Autumn 2014	Biology Education Researchers and Educators	400 participants	GUF