

<b>Teacher Education Design Principle + code:</b>	3. Teacher education should advance teachers' understandings about the nature of science and how scientists work, confronting stereotypical images of science and scientists. <b>TE:Nos</b>
<b>Specific Teacher Outcome(s):</b>	3.2 Teachers should be able to recognize young children's capabilities to engage with processes associated with the evaluation as well as generation of ideas in science and mathematics, since these processes are also important for the development of learner creativity. 3.3 Teachers should be able to use foster the processes of imagination, reflection and consideration of alternative ideas in supporting children's understanding of scientific ideas and procedures and development of creativity.
<b>Factors linked with:</b>	<b>LA: Connect;</b> <b>LA: Expl;</b> <b>P: R and R</b> <b>AO: Kn.Sc;</b> <b>AO: Sc ProcSkills;</b> <b>P: Affect</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 Finland
<b>Case:</b>	Case 6
<b>Episode:</b>	2
<b>Teacher:</b>	Helen
<b>Age Group:</b>	6-9
<b>Selected episode present in D4.4 Appendix</b>	No

**Fostering processes of classifying, expressing existing ideas and reflection – the main processes of science**

At first the children had a teacher led session where they name the animals together. Teacher asked justification for each: how you that this is squirrel or how you know that this is crow? After that the children start to work in small groups to find similarities and differences of presented animals.

**Teacher** “Now you can come to categorize these animals with your group. You can decide in your groups what kind of categories you want to make.”

**LUO-KIT-TE-LE E-LÄI-MET** Classify animals



All groups created their own categorization and group tasks were saved on interactive whiteboard. Children had to name all their categories. When groups finished, they discuss the categories through with teacher and categorized animals together once more with supported questions (why this belongs to this group? Why cannot to be in other group?) of teacher to find scientific categorization such as birds, fishes, mammals etc.

The children became aware of process of generating biological classification of animals using their firstly their own existing knowledge and teacher’s supportive questions.



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