



Newsletter

05/2023

Creating Organisational Structures for Meaningful science education through Open Schooling for all

www.cosmosproject.eu

Survey within the COSMOS project

■ Mart Doms

Before starting to work with students in the COSMOS project, all students completed a questionnaire on students'

interest in sciences and the future they see for themselves in the sciences. The extent to which they themselves want to contribute to solving a social-scientific issue was also questioned. In the first round, 785 students completed this questionnaire.

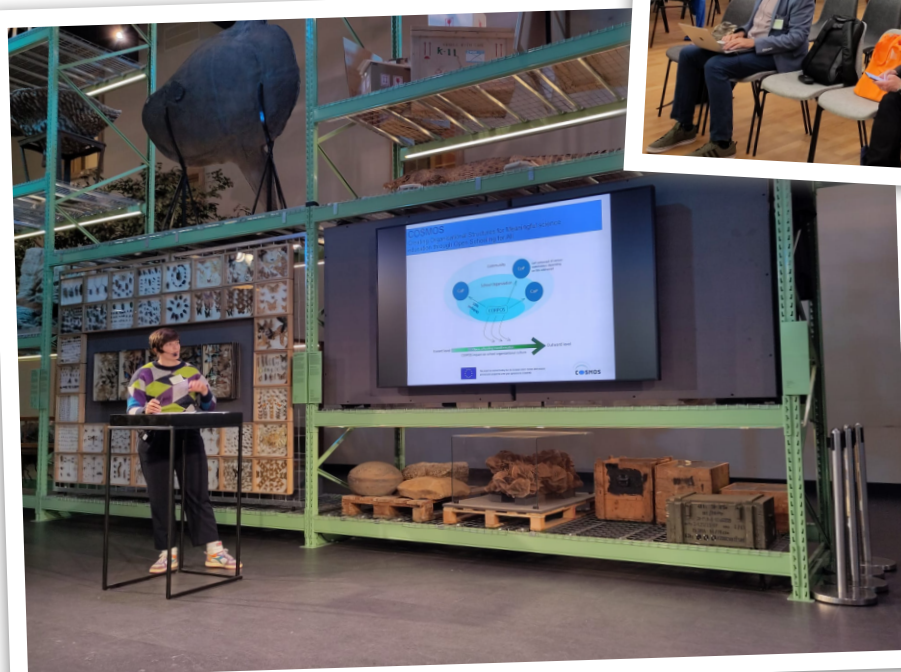
Shortly after participating in the project, all pupils will complete this questionnaire once again. We will then see if there are differences in how pupils think before and after their participation in the project.

COSMOS was presented at the conference in Leiden

■ Mart Doms

In early May, some members of the COSMOS project attended Educate the Educators IV in Leiden. On behalf of the entire

consortium, Mart Doms presented there the COSMOS project with its typical core concepts



(CORPOS, SSIBL-CoP implementation – school openness) and shared some very preliminary results from the Belgian context with the audience present. The audience was very engaged and the members present had the opportunity to interact with some researchers, teachers and other stakeholders about the COSMOS project.

Implementation of the Cosmos approach in Sweden

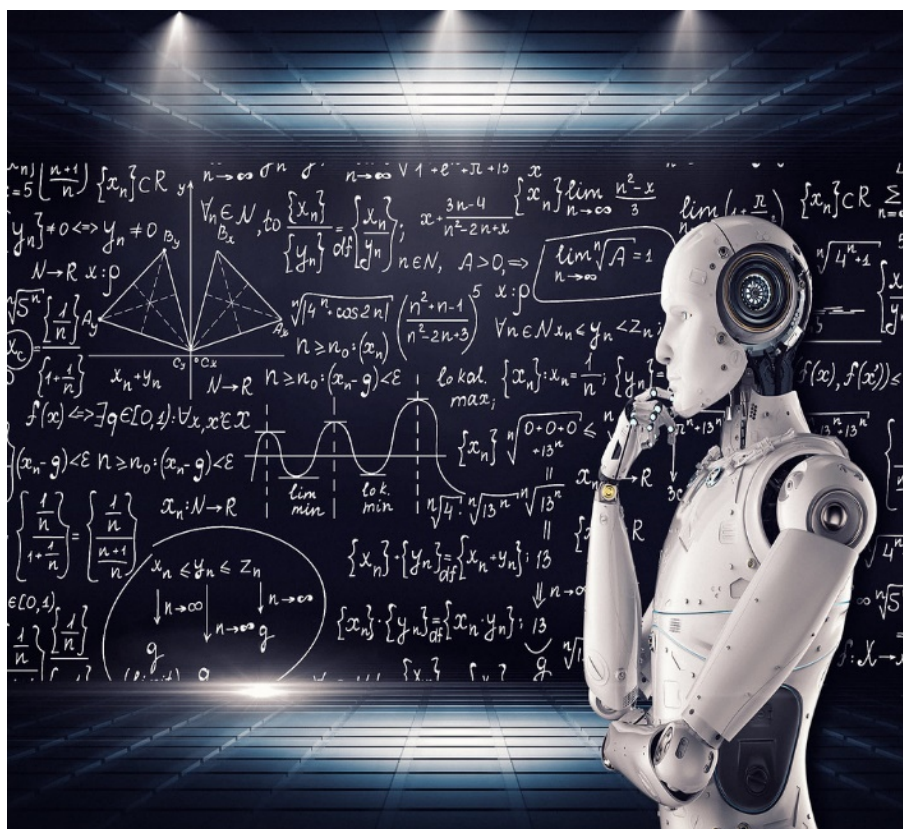
■ Susanne Walan

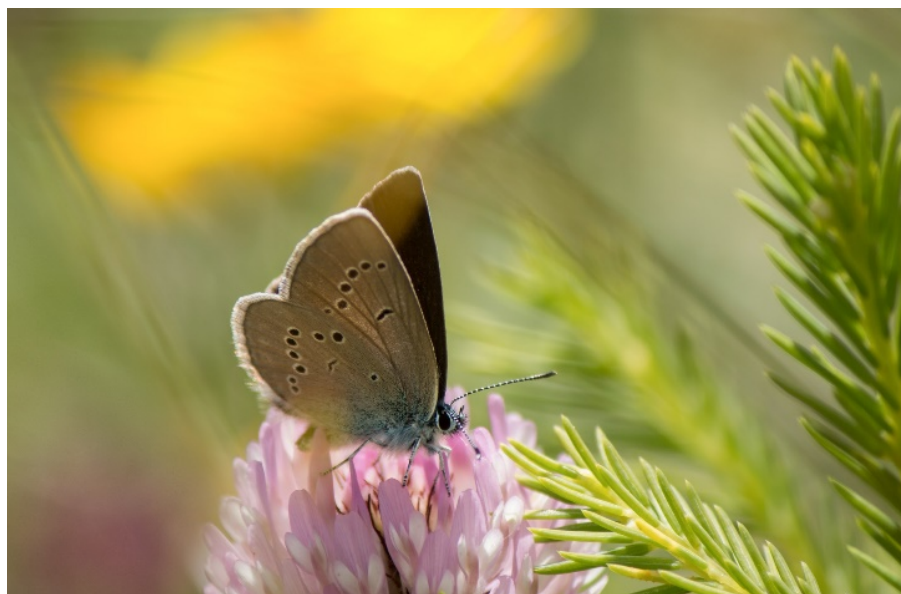
During the last months implementations of the Cosmos approach is taking place in several countries in Europe, among them, also in Sweden. In almost all schools in Sweden teachers work in teams and therefore there is a foundation already existing in collaborating inside schools. However, collaborating with organisations outside school varies, both in different schools, in different school districts and depending on municipality. The reasons for this also have different explanations. Through the Cosmos project schools have been invited to participate and

to have support in how to open up even more and develop collaborations with partners in society. Two primary schools and one secondary school are involved in the first round, piloting the Cosmos approach. The schools have chosen to work with different socioscientific issues based on their context and what is inline with the curriculum of what students are supposed to learn in the specific grade they are attending at school. One of the primary schools wanted to work with Artificial Intelligens (AI) since this is so much debated in media and in schools during these days. Six classes, with in total about 150 students have been involved in the activities with their teachers. They have had lessons in school, testing some AI tools and most of all searched for information and held a number of discussions

about possibilities and challenges with AI. During one whole day the classes also were invited to Karlstad University to meet a person who works with AI and the students could ask him questions as well as test three different AI tools in combination. Parallel to this activity the students had a workshop with a representant from the Alma Löv museum of modern art. In this workshop the students worked together in groups and created their "dream AI". The students have since then had more discussions about pros and cons with AI and made up their minds about whether they find AI good or bad. The only challenge with this project has been to find more partners to connect with, since there are no companies working with development of AI in the region. The teachers and the classes have therefore used online resources to find information. Still, the visit to the university was very much appreciated by the teachers and the students.

The other primary school have chosen to work with a local issue. A new arena for sports is supposed to be built near the school and the question is how this may have an effect on biodiversity as it now is an area with nature that will be exploited. The students will meet a researcher working with biodiversity issues in these coming days and there is also focus on this in Karlstad during a whole week with many organisations involved. The school is still at the beginning of





Some girls pushed for learning outside of school, "it's more fun and if it's more fun, you learn more". Good grade and exactly in the spirit that the project is about. We continued during Friday to brainstorm using mind maps what we would like to know more about GMOs, then we watched an episode from UR where possibilities to solve world hunger were linked to GMOs. Feels like we're off and running now."

their project and we look forward to follow how the project will evolve.

The secondary school chose to work with genetic modified organisms (GMO), since this is connecting to studies about genetics that the students are supposed to have according to the curriculum. The classes work with different kinds of activities, among these, a visit to the Alma Löv museum where

they worked inquiry-based with issues around GMO based on studies of artworks. The students were very positive to this visit outside school and one of the teachers shared some comments the students had made after that day:

"Many students were satisfied after the day and it was fun to hear them reason on the bus home."

We look forward to follow up the outcome of this project as well.



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