

PROFILES



Co-operative networking

PROFILES will set up a project network, offering the possibility to interested colleagues to cooperate in the **PROFILES project network**. **Examples to be promoted through the network include** discussing teaching ideas, exchanging teaching materials, promoting best practice, offering needs-driven seminars, workshops and exhibitions, at a local, regional, national and international level.



You can contact the **PROFILES project network** via:

<http://www.profiles-project.eu>



SEVENTH FRAMEWORK PROGRAMME
5.2.2.1 – SIS-2010-2.2.1
Grant agreement no.: 266589



PROFILES



PROFILES is an European project reaching beyond European borders. It is a network of 22 partners from 20 countries, one among them being



Valahia University of Targoviste

Valahia University of Targoviste is a 19 years old State University, being founded on June the 1st 1992. Now, the University's structure comprises 8 faculties with 30 fields of specialization, a master studies department with 20 fields of specialization and 37 study programs, a doctoral school with 5 fields of specialization, 6 programs/post-university training courses, 33 post-university study programs of specialization, teacher training and distance / lifelong learning courses.

The University has European experience in Project management gained mostly in the frame of Tempus and Socrates / LLP Programmes, or Sectoral Operational Programme - Structural Funds.

The **PROFILES project group for Valahia University** can be reached through:

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PROFILES



Professional Reflection-Oriented Focus on Inquiry-based Learning and Education through Science



www.profiles-project.eu



Supporting and coordinating actions on innovative methods in science education: teacher training on inquiry based teaching methods on a large scale in Europe



PROFILES

Professional development

Interested teachers will be given the opportunity to enhance their professionalism in a collaborative, needs-driven setting through becoming familiar with the PROFILES approach by:

- adapting and using **PROFILES teaching materials** in their teaching;
- taking part in local and regional **PROFILES teacher development seminars/workshops**;
- participating in **PROFILES long-term teacher professional development courses** which concentrate on promoting teacher self-efficacy of IBSE teaching, leading to teacher ownership of motivational strategies to enhance students' scientific literacy;
- being actively involved in the **PROFILES project network** and in guiding other science teachers to be aware of the PROFILES concept;
- visiting one of the **(international) PROFILES conferences** in Berlin...

The **PROFILES team** is looking forward to your active interest and participation!

For more information about the **PROFILES** see:

<http://www.profiles-project.eu>,

<http://profiles.ssai.valahia.ro>



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PROFILES

Reflection-oriented focus

The **focus of the PROFILES project** lies in **promoting reflection-oriented teaching, where this enhances students' scientific literacy.** Emphasis is put on the promotion of the teachers' scientific and pedagogic/didactic competencies, as identified by the teacher, especially in IBSE and approaches that promote this.



First, the professional development needs of the participating teachers will be ascertained by use of a so called 'gateway' method. The interests and needs of the teachers will be the basis for repeatedly organized, professional development/collaborative interaction meetings, in which IBSE strategies, inclusive of student motivational teaching alternatives are developed and tried out in the classroom setting through co-operative session supported by a PROFILES leader.



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Inquiry-based learning

A central focus in the PROFILES project is the philosophy of "Education through Science" which could be interpreted to mean:

"Education as the learning focus, approached through Science as the vehicle"

PROFILES lessons...

- reflect the **affinities and needs of the students**;
- relate to **students' everyday life**;
- reinforce and promote transfer of **scientific concepts, which are age-appropriated**;
- **crosses interdisciplinary borders**;
- incorporate **"Inquiry-Based Science Education"** (IBSE) approaches, ensuring development of student ' scientific problem solving abilities;
- reinforces learning in competency domains and cross-curriculum topics, as determined by **National Education Standards** in many European countries;
- guide students to **reflect and make justified decisions in a socio-scientific setting**;
- aim at **intrinsically motivated learning inside and outside the science classroom...**



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