

EU-Comenius-Project SciCamp: Final Conference, 7.-9. Oct. 2015, Museum of Technology, Berlin – How to organize a Science Camp Workshop-Annotations



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www.sciencecamps.eu

The topic of this workshop was the organisation of a Science Camp. With the results of a little survey about strengths and weaknesses the workshop participant divided in two focus groups for a deeper discussion.

Recommendations

The participants exchanged about their strengths and weaknesses and formed the following hints:

- Clarify the rational, vision and goals of the camp. It affects the whole other elements of organization.
- There are different strategies for three types of camps:

Organization Elements	General science education for non-specific groups	Programs for interested students who are actively pursuing knowledge	Programs for most brilliant, cherry picked gifted students
<i>Target Group</i>	Non specific	Science-oriented	Gifted
<i>Main Goal</i>	Promoting science education and choosing STEM	Enrichment for science-oriented students	Nurturing the scientific leadership of the country
<i>Selection</i>	No selection criteria	Recommendations; letter of motivation; school certificate;	Middle + personal interview; short abstract on scientific discovery
<i>Main Funders</i>	Ministry of Education	Community Donors, Parents	Industry; Academia; Community; Donors; Parents;
<i>Program</i>	Science and arts / music; association between Science and fun; emphasis on social activities;	Mini Research Projects mentored by science graduate students; project per couple	
<i>Content Staff</i>	Teacher / BSc. students; Science teachers;	Graduate science students	
<i>Time</i>	Shorter		Longer

- Be clear about the benefit for supporting companies, transmit that benefit clearly
- Ideas for financial support: Donor per student (personalized funding); Recruiting industry funds via the parents (parents' occupation); teacher-students get credits or other benefits for graduate students mentoring by the university; outreach funds; collaborations with NGOs; Alumni tutoring;
- Supply a follow up meeting;

- Evaluation tools: teacher/workshop-leader feedback; Retrospective participant-interviews; Open-ended questionnaire after the Camp; Survey about whether the learning environments was perceived as constructivist after the camp; Pre, post (and follow up) questionnaires to investigate e.g. Interest in science, Scientific self-concept of students, Scientific Literacy);