SCHOOLS AS LIVING LABS

SALL

Schools as Living Labs
New way to approach science education programs by fostering collaboration between schools and local communities

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October, 2022

Principles of open laboratories

A. Real problem - real solution
B. Co-creation
C. Prototyping

School community

CPN

Who are the stakeholders in SALL in Serbia?

Local partners

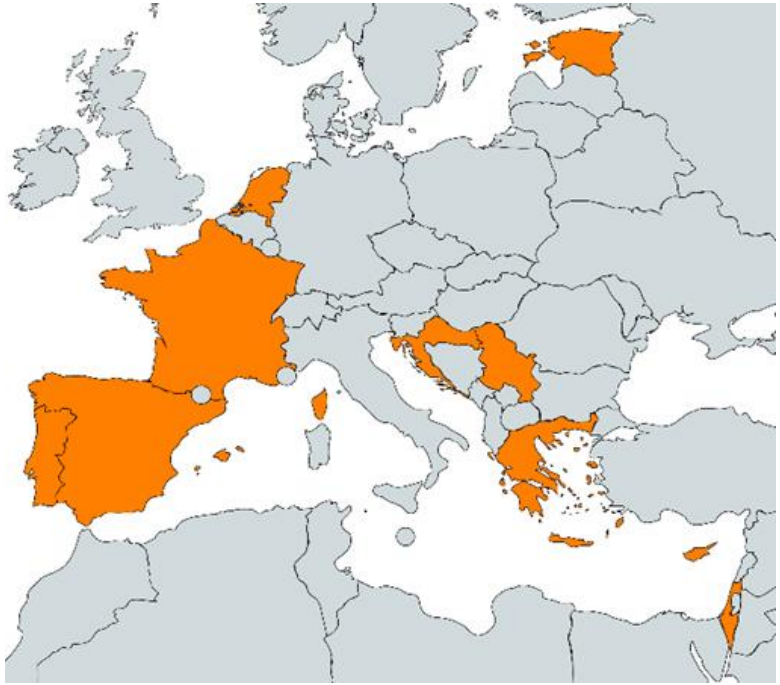
Parents

What do we want to achieve

- students who are interested in science
- a school community that is ready to experiment
- a school that is in partnership with the local community
- to address a certain real problem related to the food system
- to cross STEAM disciplines and civic engagement
- to network with SALL schools in Europe

SALL across Europe

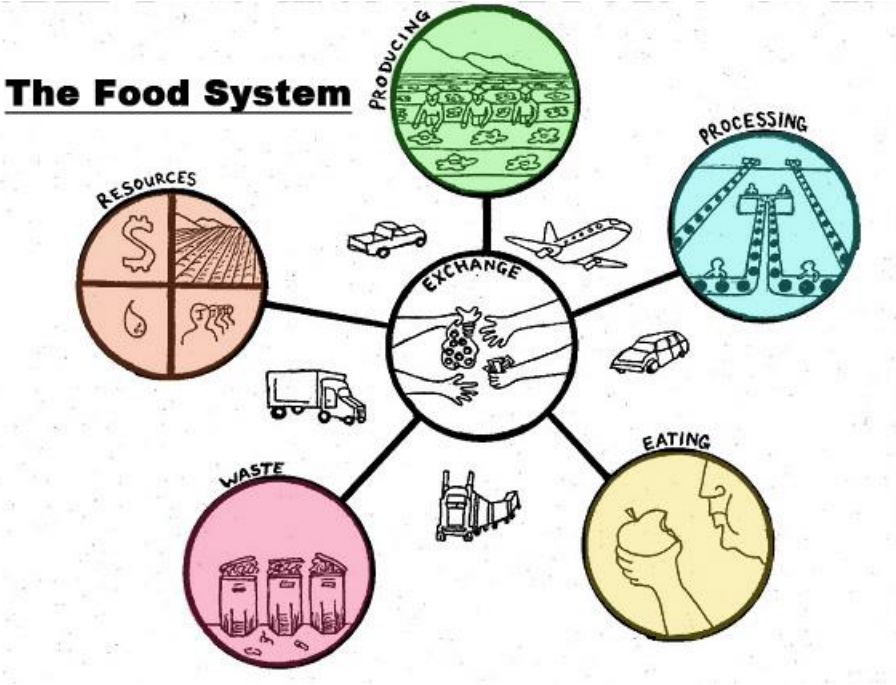
Total number of schools involved: 412



SALL 2021

	Country	National coordinator	Focus community - no of schools	Wider community - no of schools	Total no of schools:
1	Cyprus	UCY	5	55	60
2	Greece	EA	6	55	61
3	France	TRACES	5	10	15
4	Israel	ORT	5	55	60
5	Netherlands	NEMO	5	55	60
6	Portugal	CVIVA	5	55	60
7	Spain	UDEUSTO	5	55	60
8	Estonia	AHHAA (ECSITE's linked third party)	2	10	12
9	Croatia	BWI (ECSITE's linked third party)	2	10	12
10	Serbia	CPN (ECSITE's linked third party)	2	10	12
		Suma	42	370	412

Thematic context of SALL



Ways of learning in SALL

- "Engaging students in rich and open-ended challenges that require and support complex problem solving, application of multi-disciplinary knowledge and fosters the enactment of creative strategies. With teaching more readily considered to be a design profession" (Laurillard, 2012, p.621)
- Students lived experience in all spheres of living and learning is included with SALL methodology.
- “For many youth, learning science is as much about becoming a legitimate participant in the science learning community as it is about learning the content of science” (Barton et al. 2008, p.72).
- "The creation of context-based teaching methods and practices aligned to the needs of both society and the industrial sector, at the same time enhancing the capabilities of students." (Gabriele, et al, 2018, p.956)

TurijaLab - focus community

OŠ “Veljko Dugošević” Turija

The problem:

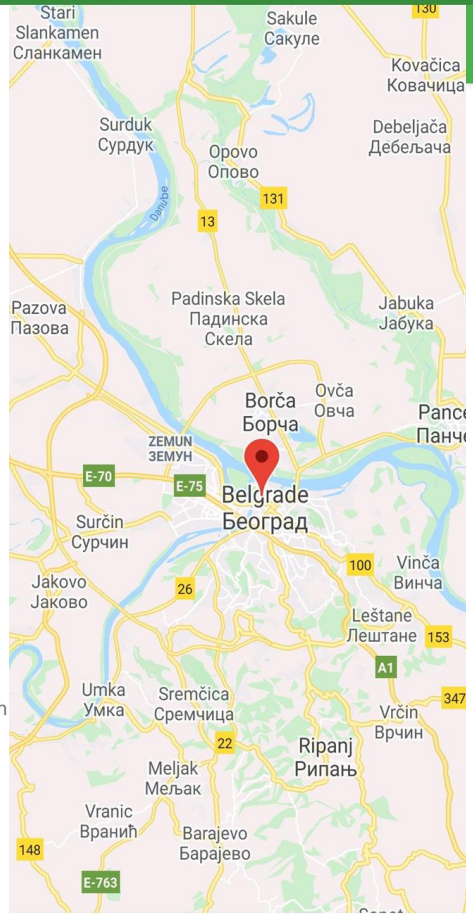
- Adaptation of agricultural production in Kučevo to climate changes

Steps in the project:

- Research
- Creation of the mobile app
- Promotion of the app in local community

Moja bašta

Icons made by Freepik from www.flaticon.com

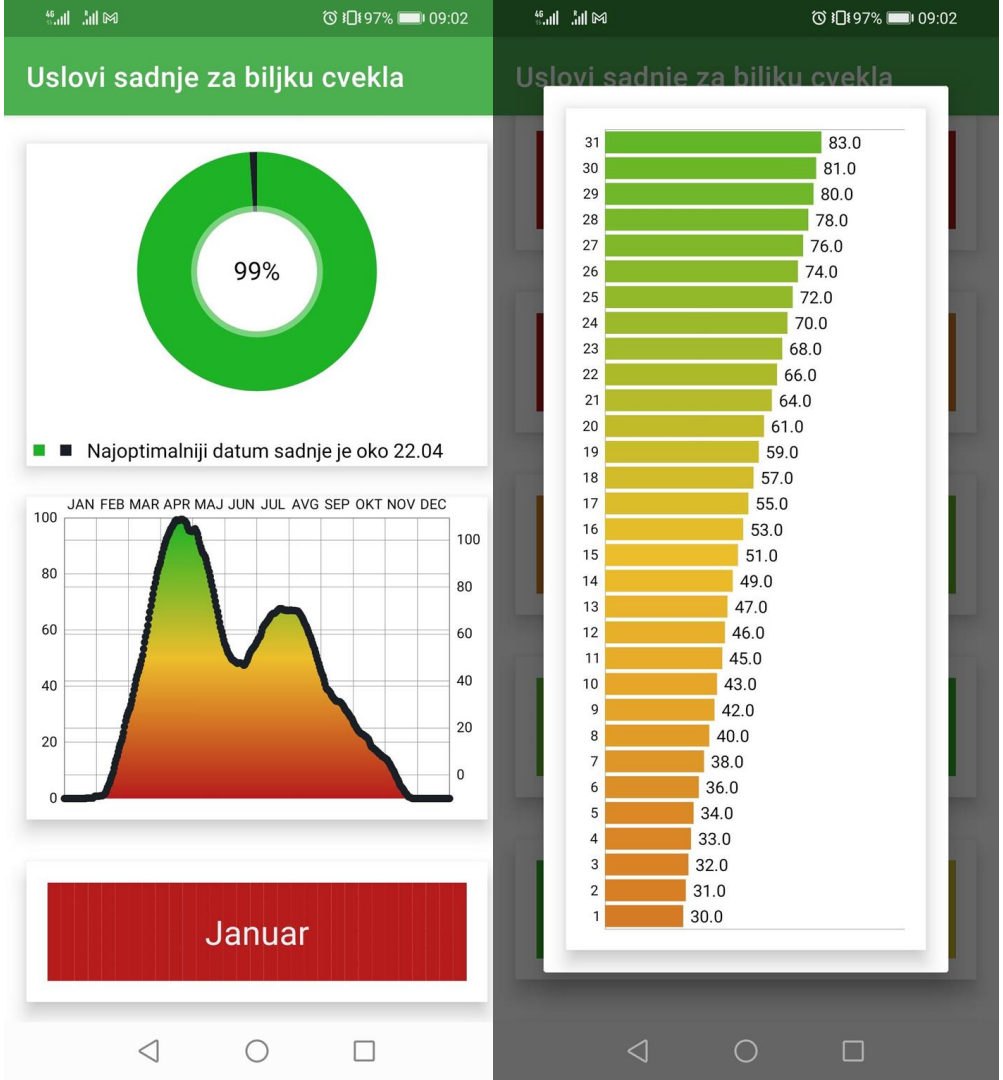


IZABERI LOKACIJU

Preuzimanje i obrada meteoroloških podataka u toku...

Izaberite biljku

- Artičoka
- Bamija
- Blitva
- Brokoli
- Celer
- Cvekla
- Dinja
- Grasak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WonderLab - focus community

OŠ “Petar Kočić” Inđija

The problem:

- Primarily: students’ lack of knowledge about tea herbs (growing, processing and other procedures)
- Secondarly: food waste in the local community

Steps in the project:

- Creation of compost site
- Creation of the joint calendar of planting and growing tea herbs
- Growing tea herbs
- Picking and drying tea herbs


WONDERLAB
КОМПОСТАРИЈУМ
ВОЋЊАК
ЛЕЈЕ
ЧАЈАНКА


НАНА


ЛИПА
КОПРИВА

Some results in Serbia

- 12 prototypes are developed
- 12 communities dedicated to food system actions are strengthened
- 12 Serbian schools became part of SALL network and an online platform

There are individual and collective learnings in SALL.

Personal meaning of the project topic, and clear relevance to one's life contributed to building science related identity among individual participants.

For the community sense of agency and togetherness is supported with positive attitude towards science and a new, more relevant and flexible way of understanding food system.

ЦЕНТАР
ЗА
ПРОМОЦИЈУ
НАУКЕ

The SALL project has received funding from the European Union Horizon 2020 Framework Programme for Research and Innovation under Grant Agreement No. 871794.