

WEBVTT

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So that's good, exciting. Usually we have them, I think, a little bit too late for you.

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Thank you so much, Sarah.

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We're just taking a few minutes to give people time to sign up.

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So as you join us, if you'll say hello, and where you're from, you can type your name in the chat and which Abe site you're with.

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If you're with an AD site we sometimes have people join us who are not audited ab site, but they're just interested in the topic.

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So please say hello, and introduce yourself in our chat, which you should find at the bottom of the screen.

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We'll start in about 2 min. You do have the ability to see a transcript to end captions at the bottom of your screen.

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So I know we have people who' a number of different languages at this Round Table today.

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So please feel free to use those tools, use the captions, and as always when you register for a round table we'll send out the recording and we'll send out all the materials that are going to be shared today, so that you have those for your own records.

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And you can read and review them on your own. So we're really excited to have everyone here today.

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Please introduce yourself. Thanks. I see we have Courtney from the program office from Arizona.

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That Ishigo from Turkey, who is going to be presenting today.

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So. Please say hello. Introduce yourself.

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We have many of our Italian team who have been just incredible, contributors to the program office, and have joined our our pilot efforts in our professional development online when we were first learning how to do that during the pandemic we have just such fantastic sites who really helped keep this program

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running during that time, so welcome to everybody, I think we're about almost a time, so I think we'll go ahead and get started.

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And as people join, that's okay, we can let them in.

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If we've already seen, I think we have a lot to talk about today.

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So we're gonna use every bit of this hour. So I'd like to begin by just saying hello to everyone and thank you all for coming to our third installment of 2023 of the amgen biotech experience teacher roundtable series.

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I'm Jessica Julian, and I'm the director of community and strategy for the Abe Program Office.

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And it's always such a pleasure for me to host these roundtables, because I always learned for those of you who are new to this series.

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These roundtables are designed for our Ade teacher community from around the world.

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It's a chance for our teachers to really hear and learn from each other and from you about topics that are of interest to science, and particularly biotechnology teachers.

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If we hope you find this series valuable, and please feel free to tag us in social media.

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If you use that, and you want to share your thoughts, please tag at any Prague office, and I'll ask Sarah to go ahead and paste that this round Table is going to be recorded and posted on our website.

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So you can always access it after today. And if you're registered you'll receive all the materials and a transcript of the discussion.

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We do hope to have some time at the end for questions.

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So if you have questions at any point during this roundtable, please put them in the chat.

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We'll be watching, and we'll be pulling out those questions along the way.

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So please at any point you won't be interrupting.

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Just pop your question in there, and we'll keep our eyes on that and ask at the end so I'm going to start by introducing our panelists, and we have a really big group of panelists today, which is a wonderful thing to have so many experts that we have with us so I'll begin by introducing our team

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from Abe Torquier. Dr. Elif Abbey. Shaheen is the site director for Ade Turkey, A. And currently works as an education expert in the development and her fields of interest include science, education.

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The nature of science, environmental education, teacher, professional development, inquiry based science, education, teacher believes and critical thinking.

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And we're also lucky to have Gulch Owenshan Enau, who's the site?

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Coordinator for Ade Torquay, and she is currently a doctoral student at the Middle East.

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Technical University, in Turkey. A. She is a freelance education expert working in the development workshop and works in science, education. Teacher, Pb.

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Critical, thinking and inquiry based science, education, and our Abe Torquay team also includes 4 of their wonderful teachers.

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So we have esik Arcticin, Islam, Karagach, and Dr.

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Isgue, Tan Riveri, and I know they're all smiling at me because I'm working very hard on my pronunciation, and I'm sure they can correct it later on in the roundtable.

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We also have with us a fantastic team from Abe, Italy.

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We have Dr. Anna Pascucci, who is the site director for Ade, Italy.

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She has been a longtime presenter for us. She's the co-director of the International School in Science Education.

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Anna is a supervisor at the Inter-unity school of specialization in teaching.

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She's an evaluator for the National Institute for the evaluation of the Educational system of education and training.

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She's a unesco consultant. Basically she does everything.

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And wears many hats, and we're really excited to have her as a panelist today. Dr.

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Luigina Renzi is the site coordinator for Ade, Italy, and she's a teacher, a teacher, trainer, a board member of the National Association of Science Teachers, and she's been a representative for Italy in the expert Panel for biology within the

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baccalaureate exam. Oh, hello! Somebody has their mic gone?

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Nice of you to join us today. We also have Dr.

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Kiara Garuli, who's the Avi Ambassador for Ade, Italy, and is a member also of the National Association of Science Teachers.

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Chiar is a trainer, a member of the Pd.

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Team, and regional coordinator in the marsh region for Abe, Italy.

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She's collaborated on many international projects in science education with a background in molecular and applied biology and we just have such a multi-talented team.

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I'm not even scratching the surface of all that accomplishments of our panelists.

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But we're so happy to have you here today. So we're gonna begin with a moderated discussion and I'm just gonna ask our panelists some questions and we'll begin by getting to know a little bit about why they think peer learning is important so Anna let's begin with

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you why do you think, peer learning among teachers is important for Abe, Italy?

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And what benefits do you think?

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Okay, so good afternoon for Italy to heavy work, and for for iterity.

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Peer learning is essential, is at the core of our system.

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First of all, who are the peers for us the peers are whole, are educator and scientists, so all the individual, all the people that are involved in our system is quite strange.

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But this is our system, so is a system thinking for us.

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So pure learning is essential that ability, because it enabled the nurturing and support of the community at different levels. Empower teacher.

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But in same time nurture the overall growth of the community.

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So peer learning also, Hello, individuals to evolve, regardless of where they start from.

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We tried to break down your article and ideological barriers.

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Through all the community so, and peer learning also, Hello, individuals to evolve regards, or where they start from. We tried to break down your article and ideological barriers. This is very important for us, and that. And so I've tried to share.

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Okay.

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Okay, so we involve 12 region in Italy. And we have an quarter in Naples, and then 5 distribution center that are that are in charge of manage one region depending from how big it's in charge of manage one region depending from how big is the region and then 5 distribution center that are that are in charge of manage one region depending from how big is the region.

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Or 3 region then we have a mini distribution center. That is a way that we call a small group of teachers, school and scientists, because peers are also scientists for us.

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And then 4, 5 school that have an agreement, and so they share idea, activity, and so on.

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The equipment sometimes, and then we have the head school school for us all the school, our baby school, of course, but we call it a school school where this at least 70% signed teacher are a B teacher.

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This is a way in facilitating peer learning for us so, and the other key point is that we try to force.

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There are roles, and this sponsor is at different levels.

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But in same time we are inclusive. So all the people, and also the teacher, of course, can decide to to take roles depending over the task or the skills or the expertise their time, especially at the time.

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So we have the structure that is a fluid structure, and you can.

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You can. This is the key for to empower the teacher in our work, and so is it sort of virtual, a virtual cycle.

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The key aspect or dynamic that we try to foster are trust, respect, and the essentially absence of judgment that is very important in pure learning and support and open support.

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You can type support at different levels for your your peers at school as well as at the national level. So your local, from your your peers at school as well as at national level, the idea system thinking, try, is is a new world. Isn't useful because we break the barrier.

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We break the this is strange, especially for the scientists, I think, but they they they enjoy this kind of climate that we, an environment that we try to to foster.

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So I like as some of you know. I like the analogy with the fractals, I think, as the fractal creates, and similar pattern.

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It is the same in our vision. So it's not a romantic vision, but it's a strategy, and our action to support this strategy.

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So this is the world vision at National League that this this fractal, of course this is sort of scale dimension. And then there are the multi-regional level, and then there is the regional level, and then there is the same level that I described before local even and then there is the same label that I described before local even and that the school labor so peer, education that this is a

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key. So all the people can benefit from this system because it's an open system, and the exchange is is quite normal for us so which we charge for the teacher, especially for the teacher.

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The benefits. The benefit first is the empowerment, the system, that where they have some skill and then home to express, to grow, and so on.

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And then because it's a program, there is a transformative process is not just for time.

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So they have all the time to grow and grow each year.

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To evolve is a is a an evolution in our, in our vision, and then we try to boost self-confidence because providing opportunity, different kind of opportunity coordinator or distribution center.

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So they have the highs a different level as school, at school, at local school and as distribution center.

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This is very useful for for the the board system, so there is also the ownership.

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We think that we we give them the say in their own learning, goal, and objective distribution center.

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This is very useful for the the board system, so there is also the ownership.

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We think that we we to assume some leadership role?

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It's not something that it's like a flower. Oversee it.

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You to be a leader. And so globally, this system. We think that this benefit for role and sick plan climate, I think, where there are the blooming of flower unexpected, that is for us.

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Thank you so much, Anna, and I really appreciate the fact that you not only are developing a very intentional system across your your teacher community, but the idea that leadership is just embedded within that. And I think that's something that for many teachers depending where you are you don't always have the opportunity for

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that that you're site. So, hearing these kind of approaches to how this can look and how you can actually set this up at your site is really exciting, and I know we'll hear more from our team of Italy teachers about what that feels like and what benefits you feel you've

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gotten from that. So I wanna pose the same question to our Abe Turkey team. So, Gosha, let me ask you the same question. You have a very strong teacher community. What benefits? Why?

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Hmm, Hello, Jessica! And hello to everyone.

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Firstly, we are very happy to participate roundtable discussion as a of a turkey to participate Round table discussion is a bit turkey for David Turkey actually teach collaboration is the heart of the Ab program in order to not only to grow oh, ellie will share the presentation for

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me is the robot John? Actually, we really like this quotation, the most valuable resource that all teachers have is actually each other without collaboration. Our growth is limited.

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So or just our perspective. So really, that is, we should have none of us is good, as all of us mentality.

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And actually, before the benefits of all of us mentality. And actually, before discussing the benefits of the peer collaboration, we really would actually, our teachers need to collaborate in order to share their good practice, feature with each other and copy the difficulties that face during today a classroom implementation and

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they in order to share their responsibilities. Actually, these are the main reasons why they need to actually collaborate with each other.

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Let's now talk about the vual teachers, General. Actually, if you look at the reasons and our experience, we could say, that our Ab teachers, General, start to to collaborate with each other after the first semester of the A B implementation, I mean that for example, after our teachers for first ABC

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radio some of them improve some scenario before the micropipette or in order to enrich their classroom discussion.

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That is, after they realized they used ranks and their witnesses about their first implementation, they started to look to share good practice or deal with their difficulties in their classroom, and so on.

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Actually, and our experience show the similarity with the teacher change model of the actually, we really like this model.

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Actually, we are trying to integrate this model to our Pd program. Actually.

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And Guski thinks that believes color, the reality.

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Consider that sustainable change in the teacher. Play only occurs after teachers, police, and 82 said Change.

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But this change actually accused it is as a result of seeing improvement in students learning outcome, and that result from change in teaching practices.

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Actually, we really see the similarity, how they need to collaborate on these teachers.

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And for your question, actually, we can't. Summarize the benefits of teacher collaboration as firstly, one of them is professional growth.

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The other one is improved, students outcome. The last one is include teacher, outcome. Actually, as you've seen in the slides, each benefit affects each other. Let me mention each of them separately.

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Firstly, peer coloration really provides an opportunity for professional graphs, for teachers.

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I mean that peer collaboration opens, says some room, some door for professional development.

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Firstly, peer collaboration provides emotional supports to teachers.

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It increased their valbeing of the teachers. I mean that because teachers do not feel alone when they stay together, so coloration also builds healthy relationship among the teachers the other one peer collaboration allow teachers to feel a sense of belonging, since they are the part of the group and oh, it also increased the teachers I

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think bye, Lloyd teaches the exhausted professional competency and become more competent in their professional abilities, and also peer collaboration.

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Allow teachers to play their strengths and their weaknesses, and learn from each other, since they can share their challenge, and they can get advice how to get the best.

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Teach, Professional growth. A pilgrimage also helps improve.

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Teacher practices from the many perspective as you've seen in the slide.

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Firstly, is the most important one. It's different measurements and assessment strategies.

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Different innovative teaching approach, like inquiries, learning Sitsam design, thinking some interdisciplinary teaching approach, and so on.

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It also improve the some classroom management strategies, and lastly, it's focus different objectives from different domains during implementation.

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Actually, in addition to pedagogical knowledge, it increases the content.

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Knowledge about the biology, chemistry, physics, biotechnology, or some interdisciplinary contacts, and last, a peak coloration increase. The teachers.

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Technical knowledge through using different teaching tools, padlet, mass, metadata, and so on, and also it's helps to integrate different online learning platforms.

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The most important one is the Lap Exchange for the Ab.

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Program. And lastly, actually, the actually, our major group is the students.

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So teacher, collaboration helps improve students outcome from minute perspective.

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Firstly, it helps to reduce students behavioral problems, such as site, conversation.

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And you know, appropriate cell phone usage. And it's all.

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It's some basic examples for the Miss behavioral of students.



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The other one actually, it's increases. Students participation from different backgrounds.

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I mean that it helps to create more inclusive, actually more backgrounds. I mean that it helps create more inclusive, actually more a and equal opportunities actually from different backgrounds.

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And lastly, actually more meaningful, concrete, and permanent learning.

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And we mean that actually, collaboration provides a more meaningful and permanent learning.

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For target students outcome of the Ab program. These are the actually events of to buy technology, career, content, knowledge and some a different skills in a minute field.

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For example, levelatory skills, coloration skills, some design thinking skills and ethical reasons.

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That's all. Actually, these are the some of of how teacher collaboration actually contributes teachers and students and also actually, Ab, community.

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It's funny, I hear so much coming from both teams about the fact that these kind of the human benefits and the content knowledge benefits are wrapped up in each other, and it's not one or the other but that each of them feed each other, and so it's it's really exciting to hear

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this isn't just kind of something nice to do, although it is nice, and it helps provide encouragement.

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But it's also got real tangible benefits to content knowledge and skill, development and so hearing that that comes with, I think, can be reassuring sometimes to know that that it's worth the time and the energy that teachers are putting in so L, if I want to ask you have you there's challenges obviously this isn't always easy

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to do so. Have you observed any challenges, or do you have any advice to kind of help?

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Make that process easier.

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Hey? Thank you. Jessica. Hi! Everyone is this site tactics in AV Turkey, since 2,000 to 20 I could say that the challenges behind peers collaboration are mainly related to developing and nurturing a concept of practice is gene live and it's 18

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vener term. So what defines the community of practice is really important to understand the challenges along with their solutions for peer collaboration when we ask our teachers how we do from other teacher training providers our teachers voice 3 characteristics which are also at the core elements of a comed of practice if we go to the

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next slides we can see this element, for example, the first one is a R teachers say that our project team have a shared interests, competence and comedy commitment with teachers.

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Seconds we perceive this common interns through joint activities, discussions, problem-solving opportunities, information sharing and relationship building.

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This is, we interact regularly to learn from one other. We show willingness to us tough questions and share our ideas.

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And the third one is, we are actual practitioners, in this domain of interest, and built a shared departure of resources and ideas that we take big time to do practice all of these legs change over over time, but the trick is not to change all of them at the same time you order.

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Not to in order to develop a cont of practice. If you go to the next slide, it is very important to find the common purpose, concern, or passion to work together in this respect.

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We, as a project team, ask our teachers the goals within scope of Ab, based upon ask their goals, not from the beginning, but also at the end of each semester through planning, and evaluation meetings, and based upon the analyze of our teacher ideas coming from these

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meetings, for example, this semester, we have 2 groups form based upon the needs of our teachers.

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For for instance, one group of teachers define their common goal is developing and conducting, and each winning project with the teachers of other.

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A B sites in order to share and learn from their best practices.

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With this roundtable. I really would like to share the rookies to find a partners for such an evening project.

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If you're interested in developing and contacting, and each of a project on a micro pitching laboratory with A B.

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Turkey teachers with in for a month between April and May.

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You can send an email to me. That is, I really would like to share our teachers.

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Call for an international peer collaboration for an each of any project.

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T. Should know that there are different types of committees of practice based upon their common purpose, such as helping communities.

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Innovation Committees and based upon their community. The structure change, and in addition to finding common purpose.

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If we go to the next slides, it is also important to determine the rules.

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For example, the teacher community should select an internal leaders for different purpose.

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For example, there should be a leader in the community who organized the meetings, and there should be a leader who will collect and organize the information.

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There shall be a leader who will connect the community with other communities.

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For example, if they really would like to innovate something, and in addition to that, it is really important to identify a regular but flexible meeting time.

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And it is also important to discuss how they will select newcomers need group members in their community.

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It is also, in addition to developing a comment of practice, it is also a challenge to nurture the existing cont of practice.

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If we go to the next slide. In this respect, the teachers called should recognize the work done by each member of the community through in strictly South sustainic reverse system, for example, they can create opportunities to talk about how their members contribute to the community or it's a site or is the community

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you should create an environment in which the volume they bring is acknowledged.

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In addition we showed chronic what we are doing with the real practices.

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We should leverage their potentials, and we should always provide support through encouraging them.

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Move forward and remain focused on the common purpose as well as they, we should provide them to determine their barriers, and how they can.

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So these barriers within their community. So these are all we want to share about the challenges and advises.

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We can save for our teachers for period collaboration.

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Thank you so much, and I see Louisiana mentioning how rich that kind of inter community connection is in Turkey, and it's it really is a distinguishing feature.

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I think of their site. And of course Italy has the same. And so I want to turn to Luigina and ask from your experience with in Italy working with a cross teacher? Teams, what challenges have you observed in what strategies might you recommend?

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Second, okay, okay, can you hear me? Yeah, okay, thank you. So much.

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Now we can hear you.

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It was very interesting to see what our colleagues in Turkey have been doing in my few minutes.

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I want to talk on. I want to focus on 3 challenges and 3 strategies.

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A major strategies that we had setting up to face those challenges.

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Well, the very first challenging is the fact that most of the people in their school felt isolated.

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They? You know, the idea of the work but themselves in school, like you see here in the picture what?

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So this is one of the major fact challenged because we want people to interact.

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So we require for each school to have at least 2 teacher, 2 teachers per each school.

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So they can work together, interact and also criticize.

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In in a good way. The work, when they work together in the labs.

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The other thing is to increase the contamination, and also they the fact that the people don't have to work by themselves.

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We foster the student to participate in order to contaminate among them in schools, for instance, in open days, in the social communities or in some events like the events we did last year in Spoleto.

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So the fact that if the students talk to each other and they make the difference with their teacher in order to participate to the Abe to the other, project, and so that the school can reach her, sell itself in the quantity a of teachers that work together the other point is to

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foster the cooperation of of the teachers to work as a group as a group, to organize events together as a local team, as happened in the recent years before.

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Covid, and after Covid that we work together to organize a team at this is a very interesting triggers.

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In order to make the people involved in in this the the challenge that we face is the lbse, as you know, our Pdi has 4 different parts.

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One of the part. One of the part is, lbse inquired, based science, education.

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One of the part. One of the part is lbs, e inquired. Based science education. We.

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We think that this methodology is one of the most effective to as an inclusive methodology, methodology.

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For this, and most of the teachers. They come to our Pdi for other labs doesn't know anything about Ivs.

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So this is a, so we charge strategies. We set up in order to, of course, introduce this methodology and trigger.

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The idea of working differently, not only in Abba Labs, but also in other.

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You know science. So we set up activities during the Pdi.

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Those activities are integral part of our Pdi.

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The other thing is supporting the teachers with some activity and many examples that you can find in exchange classes.

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We organize lab exchange classes with many of the simple from simple to more complex and complicated, also activities, so that they can easily find things.

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And the other thing is to support them during the whole time that they are in the Pdi, until they present all their data.

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Last, but not least, is to in how to say, simulate the Ibsp teachers in the courses to join the the community of the National Association of Science teacher that deals with the Ibse courses enormously.

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That happens very often because obviously, we think that it's a very powerful approach.

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And it comes out that most of this and this, what happens?

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This happens as the Turkish group, said the teacher.

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Empowerment. That's extremely important that the teacher feel not isolated, feel together to work and increase their not all the knowledge, but the the strength in teaching and in teaching.

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Abby, the last, the last challenge I want to point out is to maintain the veteran community we have been working many years now.

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It's about 7 years, 6, 7 years that we work in in Abe, and we want to keep the better ones that have been with us in for many years.

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So what we do is do the refreshment to better tailored on their needs?

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So it depends on what they want to refresh. Either you know the several labs, or we work on that to do the refreshment.

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The other thing is to organize a national and local event like the other day, with the scientists and teachers, and the other thing that we did last year. And we are doing again, this year is the national activity during the tour festival in in so events.

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And the other thing that we want to point out is something that I don't know if you have in Turkey, but we have in Italy, and I know that also in us they do is what we call work.

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Related learning, and which is called P. CTO. It's the acronym that stays for work, related learning and orientation for, and what we do.

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Generally we work with different schools. So we peer each other also through through.

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You know, the online resources. So, for instance, last year we did between our school in Spoleto and Naples school in near Naples, Castella Mara. And we work together because those hours are for students.

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There are 99 0 90 h in 3 years, and this work together improves the relationship also from different part in Italy.

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So I think this is our challenges. B challenges and strategies give you an idea what we do to at the end, empower the teacher and make the Pdi in Italy work better. Thank you so much.

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Thank you so much, Luigina, and for all of our panel responders, this is just highlighting.

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It seems that you know it's really about reinforcing the benefits and the why, behind this collaboration to keep teachers excited and engaged and fed and learning, and all of these different dimensions. So thank you so much for for sharing these approaches and to the next part of our round table is going to be focusing on actual examples from our teachers who are with us today and from our

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teacher, team so I think we're going to begin.

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We love hearing about the actual kind of show, and tell what you've actually been doing.

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So!

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Yeah. Yeah. Hi everybody. I'm glad for the opportunity to be here with you today, and my purpose was to of the pew work supported and encouraged by the site of Italy, at this level. So in this school level, and actually to show you the evolution of the school during the

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time when I was preparing for this pitch, I realized that my voice was not enough to show you this transformation, and so I and then done with the micro leads, and to share with you also that in his way you can feel our collaboration.

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And you can feel so. I hope you enjoyed it, and you can go.

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Ok, so what are your names and jobs?

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Where do you come from? Reincarnate is more down in the center of Italy.

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Why a b E. I strongly believe young generation need to know and practically understand biotechnology, because we wanted to interview biotechs in some way in our tactic practice.

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When did you start? 2017? We attended the Pdi in Folinia, and we were literally enchanted by the sherry mood we found in this course.

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When would you stop? How do you develop the Abe Labs?

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We inserted A lab in curricula of our schools in some classes we developed the World Program here as a full immersion, in others we spread the subject for the last 3 years.

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Do you cooperate in which way we started to work together the year we attended AV equals in Italy.

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We just prepared side by side, the materials and the band.

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Then we started to chat about the students reactions. Now, we share all ideas or directory plan the activity together.

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Since times we do the laboratory encompassants, and even if we cannot, allow us, they have to come together, and then we modify what we have done on the basis of our students reactions.

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In this way, each year we change something, and this make our world our work and lab.

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What is ibse? The approach? And why with Abe ABC means students develop progressively.

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Case scientific. They us through learning how to investigate and build their knowledge, and in this way they understand the world around them.

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We use this approach initially as it is integrated in the course that we attended.

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So the Pdi in Folinia, of course, at some point students need to see the lab protocols, but they can understand what are happening inside the pendor through some prepared activities that leads them to scientifically reasoning and to communicate their folks to be what did the programme give

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you obviously the possibility to bring biotechnology to our students.

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The possibility to learn to work together in a longer lasting way.

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Here by here we would defy some aspects in order to integrate it.

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Ebsse, approach, and Abe Labs in this increases students, motivation and engagement in your school are only U Abe, teacher.

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No ABC. Is contaminating our schools, and this is wonderful for our students.

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I did. Ola Bilapa in 2,021, with my third class of Applied Science school last year I made a break because I was pregnant, but now I'm back in the last few years I developed Pm.

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Course for a 50 year of classical school, in which all Abe Labs were performed.

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We have incremented in this way what we perform for not scientific school this year.

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We have decided to further a large possibilities for our students.

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We integrated the Ab. Program with a grant given by the Government since fifth and fourth graders had the possibility to a role in the programme.

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Obviously for this project we have to work altogether. And it's really important to build a team spirit and share in for this year.

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I am Holia, support, as I have.

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Thank you for your attention, and we are glad that the possibility to share with you our spirits as a community by.

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Thank you.

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So I first of all, we need to congratulate Kiara so congratulations on your good news.

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Thank you.

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A great way to share.

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Yeah. It's a surprise.

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So anything else that you want to add about how teachers have collaborated it's exciting to see and hear those specific examples of how teachers are working together, particularly around Iv Se.

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In Italy, which I know has been such a focus for your team.

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Anything. You wanna add Luigi on to the video that we just saw.



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Well, I think, since we are running out of time, maybe we can decide to.

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I don't know, but I think that's enough for us.

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So we can see the Turkish group, and then we can.

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Maybe you know, add something later on.

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Sounds good. We'll dive right into Turkey's sharing some examples from their site.

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So at this point, I'm just going to turn it over to our teachers from Abe Torquay.

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So Essex sure them on Islam and Dr.

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High school. I'll ask you to take it from here and to go ahead and share your.

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Hi! I am I worked as a teacher for about 19 years, and I have been working as an education and program development specialist for the last 3 years.

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Sets at private school I meet with the Ab. Program and project team 7 years ago, and it changed my.

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I collaborate with my colleagues in 3 a different ways through the Ab.

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Program, in Turkey. First I carry it's different implementation of the inquiry based learning approach with my students.

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5 years ago I did a listen plan about to sign, together with the Ab. Teacher.

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In another street, online meetings. After that we recorded our classroom implementation and shared down each other from the this implementation records, we is supported each other's professional developments by giving feedback about our classroom practice practice suggests questions strategies classroom management citrix emulation strategies during

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tis process. The Projects team continued to support us by giving feedback to our listen plans and requires of all classroom implementations.

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Secondly, I do not have an active classroom in my school because of my current position.

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So, if so, I implement the I'll be pro eb program in my school by collaborating with other chemistry ends by biology. Teachers of the school.

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We come together with this teachers in my school, formed different lesson plans for the Ab.

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Program and implemented it in D class, Dan, we hold emulation meetings with these teachers to share all observation and suggestion about implementing.

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Therefore, these teachers, funds, and opportunity to program by in integrating the inquiry based learning.

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April. Thirdly, during my active teaching period, I collaborate with the University in my State to contact a biotechnology program through the collaboration with the Ab.

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Teacher, she not only give feedback about biotechnology program with respect to content and pedagogical strategies, but also attend the program as an observer.

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During this process project team actually actively supported us with the support of Ab.

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Project team and my peers. I become a member of a wonderful community who learned from each other.

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I would like to thank the engine foundation and Ab. Program. Then I feel really lucky.

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We are so lucky to have you as well as you can see, we're learning from you.

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So I think we have a couple more teachers from Turkey who are going to share their examples.

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Okay. Hello. Everyone. Hmm. Sorry for that. Before our presentation we will introduce ourselves.

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I am. I'm Kevin, teacher in Turkey. In my peers is a Islam.

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Hello! And my name is I'm a bandwidth teacher at the same school.

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We are together, we are working together.

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We are sign of simultaneously working it together under applying an ABA program in Turkey.

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It will explain in terms of different issues, in terms of can send by hey allergy for deep in knowledge we will focus on in today's explanation how to teach, collaborate, to learn from one to another.

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We will practice different type of issues about connecting with a chemistry biological physics, history, and biotechnology.

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By a before our presentations, or applications, we will always debating, planning, and problems, so solving our teachers, inquiring creators, a capitaliz on each other's strengths and inviting other ABA teachers outside our institutions to observe our practices for giving is some feedbacks

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about that. Here is our school. If you see him a explained how we do a different type of issues.

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By parts, I think, in the face to face training prepared by the availability team.

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It's benefits for us. We received training with us.

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We shared our experiences by parts by taking in the training organized for teachers in at the metro biological sites a mgmitech experience application where introduce a technical Clive summit and to biotech experience application were introduced at the snuggle.

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We have appropriate content with the social media team of our institution. In order to raise awareness with our application, we have many.

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We are always focused on an application, and how we write these applications in Turkey how we did an Abb program, we always design a program.

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Byholding. We are by holding many per meetings in order to deepen in the fields of chemistry, physics, biology, and biotechnology by contacting the teachers in our school and relevant experts in their field.

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We designed interesting daily life examples for the subjects we would convey to the students and brainstorming with the students what kind of questions?

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Are there in 2 parts? Always we can plan a theoretical discussion, part in zoom, and then we will do an application in pace to face at the weekend our school laboratory, and we will, I will show some of them these questions.

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If we can create a divergent and a cover, conversion to the cover in questions like that ones, and we can creating a question between the biology and chemistry concepts.

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And we will focus on the 3 dimensional side of ent triangle, because we will exactly in this way our students on a path of permanent learning.

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We can always examine the symbolic symbolic, and atomic representations for the students to understand the deepest knowledge of chemistry and biology concepts always explain the schematic representations.

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3 dimensional representations, and also give a historical background to understand the details of students.

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For example, we was focused on the DNA issues. We explained the Rosaleyn Fraglet, and also given different interest, interesting examples and creating a sample case.

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For example, we can give a students who killed Sally. This is a we cannot explain too long, because too long.

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If you want, we will. If you want, you can contact with us or our committees, if we can give it this examples, or who is the biological father of this?

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A child, we can create also. And the last sessions we can apply the ancient issues was sweet farming made in our country.

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Is it 8,400 years ago? In this example we will focus on, or we put the history lesson in the focus on a lesson, especially when designing our lesson about ancient DNA.

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In this way it students saw hull history, and regardless of the so this is our high school teacher. We stand by always creating a videos about pre meetings and students watch these videos and then applying the face to face issues.

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At last, we can give a video about our students through reflection of Ava program.

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Hello! I'm Nuru, and I'm a student from.

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What are the first 3 things that come to mind when you think of the program?

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Biotechnologies, impacts on other fields, contributions on technology and experiences towards share feature.

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Why do you recommend the other program to your friends?

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I'm again by technology. Experts first appeared to be a biology chemistry project, but when I really experienced it, it turned out to be opportunity that everyone should go through.

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What do you like about the program?

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But before that I need to share also with sound.

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I really liked being a part of something that we can only see in films or books that felt very important to me. That's what I liked.

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Hello! I'm Nuru, and I'm.

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Thank you for all.

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Thank you for listening. Our presentation.

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That was so wonderful, and I don't want to rush you, because this is why we're having the Round Table is to hear these great examples from your teams.

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I just I think it's it's such a, an eye opener when we see these fantastic examples of how teachers create and deepen and make richer the Abe Labs and curriculum when they come together.

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Their ideas are far beyond anything we could do. So I school.

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Would you like to share a little?

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Yes, Hi! Oh, again I'm a a teacher. For 3 years I have gone on and continue to be practices with my and with the happiness of being another baby meeting.

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I will tell you about my for a type of collaboration in ap applications.

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These article integrations, and the first one is, can you pass the slides?

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First, one is during the pandemic period.

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We make applications online with my colleague Jodk, who also works in a public school on biotechnology and DNA isolation.

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Michael and I have planned a lesson for our students who have never thought about biotechnology before have not discussed the connection between technological applications and have a deficiencies in developing in the developing scientific perspective and next, slide please.

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It was an application focus on these questions in the slides, and at the end of the application the students first saw how they positioned, build technical applications in their minds, and they realized that in the big picture each biotechnology application is related to each other and next slide we can there you go after this

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lesson we realized that some of the questions we expect during the application were not asked, and the inertia ruled by pandemics period affect our students, and my partner and I thought that we could eliminate these inertia with cooperation between students and we decided to continue the second application with a common

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test assigned to student groups before moving on to the any isolation, we prepared to scenario to connect the these 2 last courses.

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This is a scenario. You are. Saas is at Theantic resort institution in Norway.

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As a result of public survey. It's determined that one of the favorite smells of the Nervian people in the smell of banana, and it's recommended that this determination can be used to increase first consumption.

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We asked to transfer the smell of banana to the fish.

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And how can you do this work?

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The students were asked to repeat the process at home, and were asked to share and review the results of experiment with each other through various application.

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We use Whatsapp that time, and towards cooperation, a second corporation collaboration is that since the school I work is a vocational high school, there is a production oriented education.

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For this reason my students, who art speak in abe applications improve themselves on this of micro pipe.

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Ets. For this we collaborate with vocational teacher who are not a B et, and but who will support my students in this regard while making the designs, we smash the broken micro pipe.

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These micropipes provided by a it's not yet operational.

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But our students continue to work on it and the towards collaboration is, last year we moved Ab E to the eating platform, and maybe you know the this platform which is crucial countries, was a project involving students of 2 schools to discuss their their abe Practices.

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And to criticize the result of the practice with justifications.

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And this work, with this at the end of the year, was awarded with a quote label, We are happy for that.

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In this way we had to approaching to to share a be not only among practitioners, but also with other teachers and other students.

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As a beach community, as a studied. We are thinking about an and lost collaboration is, we grow, and create a new collaboration by sharing all these experiences in new teacher trainings or baby community.

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And we are in contact with them always. Thank you, listening to me.

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I can just see in the chat. There's so many ideas sparking that you all have shared that we just want to keep growing these great ideas so you have. I want to say, a huge thank you to.

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Our Abe Italy, and our adequate teams.

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Today, for participating in this roundtable. We're going to be coming after you for your resources because they're so good.

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We want to keep sharing them and making them more broadly available.

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We also are going to be reaching out to some of our European AV.

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Sites to see if there's interest in pursuing.

01:03:41.000 --> 01:03:46.000

Perhaps some of these each-winning opportunities. So watch out for that.

01:03:46.000 --> 01:03:50.000

If you're from Abe Europe, one of our sites, we just are once again reminded of the power of teachers to promote Abe and to make it better.

01:03:50.000 --> 01:04:02.000

You're engaging your students in such incredible experiences and despite the pandemic you've been able to really do that in so many ways.

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The creativity is just remarkable. So we are so lucky to have our Abe teachers who are running this program and reaching out and connecting with each other.

01:04:16.000 --> 01:04:24.000

I want to also mention that we have another roundtable recording from our Ab Italy team about Ib se inquiry based science, education.

01:04:24.000 --> 01:04:26.000

So if you want to know more about how they are doing that at their site, I would suggest checking out that roundtable as well.

01:04:26.000 --> 01:04:30.000

So huge. Thank you to all of you again. We'll make this recording available on the website.

01:04:30.000 --> 01:04:40.000

And for those of you who registered you