

and prepare lesson plan. In addition to these advantages, some disadvantages of this group work were reported. The reason of them may be related to inexperience of preservice teachers about working in group. This study will provide empirical information regarding group work in teacher education program. These findings will be fruitful for teacher educators to conduct effective group work in their classroom.

Inquiry Based Science Education in Georgia

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There are many projects in Europe funded by the European Commission, trying to promote and implement IBSE in the school systems in Europe and beyond (such as projects supported by the EC FP6 and FP7 programs). Two of those FP7 projects –PROFILES (2010 - 2015) and Chain Reaction (2013 – 2016) are successfully implemented in Georgia. Ilia State University, member of the consortium of the both projects, develops the project activities in Georgia. PROFILES is the acronym of “Professional Reflection Oriented Focus on Inquiry-based Learning and Education through Science” and is the name of a consortium which consists of 22 partners from 21 countries. The PROFILES project “promotes science teacher professionalism through a continuous professional development programme to support teacher self-reflection on the innovative ideas in the project linked to stakeholders views, inquiry-based learning, student-centred approaches and a thrust for science education that enhance students’ learning in knowledge, skills, attitudes and values”. In order to achieve the project aims, PROFILES supports the adaption, creation and development of materials to enhance Inquiry-Based Science Education in the partners’ countries. The support in adopting and/or creating these materials usually takes place in PROFILES-based science teachers’ CPD programmes. PROFILES based-CPD programmes correspond to a specific frame, the PROFILES CPD model. It usually consists of at least 40 hours of course-work (seminars, lectures, workshops etc.). Project “Chain Reaction” provides a strong and sustainable IBSE framework both for teacher educators and for teachers, along with resources tailored to each partner's individual cultural and curricular needs. Participating science teachers are able to build their knowledge and skills, learning independently as well as being part of a wider teacher network. Chain Reaction is rooted in problem solving and inquiry based learning principles, aiming to actively involve students in their science studies, and enable them to experience the excitement and challenges of experimental and investigative science. Participating teachers are in turn briefed through a dedicated course in each partner country. Once fully confident with the IBSE approach encouraged by Chain Reaction the participating teachers deliver a series of exciting and student - focused lessons which explore research-based projects. Implementation of these projects fostering the development of Education for Sustainable Development (ESD) and help the students and teachers for understanding of sustainability issues. Using critical thinking, reasoning and problem solving skills, students in the 14-16 age groups work together to research scientific scenarios, based around "The Earth and the Universe" topic areas during three years - 2013 - 2016. Only five schools with ten science teachers