

## 5 - Teaching-Learning Sequences as Innovations for Science Teaching and Learning | Empirical

### SP - (16073) - IN-SERVICE TEACHERS' ADAPTATION OF CONTEMPORARY RESEARCH TOPICS TEACHING MODULES UNDER MENTORING SUPPORT

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#### Short Abstract

The negotiation of cutting-edge research topics in science courses may contribute to students' scientific literacy. Even though respective teaching modules have been developed, their dissemination requires appropriate preparation and support, for teachers to meet the challenges of such a venture. In this context, this study examines adaptations in-service teachers make to modules on cutting-edge research topics with the support of their mentors. In total 5 mentors and 32 in-service teachers participated in the study. The adapted modules and transcripts of the mentoring meetings were analyzed. Data indicate that both teachers and mentors contributed to the adaptations, which were mostly focused on the activities of the teaching modules, and that teachers' initiatives for adaptations were related to their mentor's guiding style.