

SYMPAB - (16686) - ADAPTING TO COVID19 IN LUXEMBOURG: CENTERING COMMUNITY, DIVERSITY AND ACCESS IN REMOTE PRIMARY TEACHER EDUCATION FOR SCIENCE

Ragnhild Barbu (Luxembourg)¹; Maiza Trigo (Luxembourg)¹; Sara Wilmes (Luxembourg)¹; Kerstin Te Heesen (Luxembourg)¹

1 - The University of Luxembourg

Short Abstract

Children, teachers, and families internationally are navigating new terrains of remote learning and teaching during the COVID-19 crisis, and this extends to the (blinded) team, a multidisciplinary group of educators and researchers dedicated to supporting primary science education. Our country's schools closed mid-March 2020, with rapid implementation of online/distance schooling. By mid-May, the national scenario started changing with deconfinement stages, and schools adopted blended in-person/distance structure of rotating "A" and "B" weeks of instruction, ending the year with two weeks of "back to normal". The (blinded) team responded to changing circumstances with several initiatives to support science education within new structures. This presentation explores a case study examining the team's interactions in response to the pandemic and resulting outcomes, utilizing ethnographic methods and discourse analysis. We have examined planning discussions and development of remote science education resources for in-service teachers, children, and caregivers, and in this symposium contribution we elaborate essential steps in the process, and the resulting impacts of changes implemented.