Each participating school has experienced an upsurge in students’ interest and involvement in the area of Antarctica, as well as in science and learning in general. The motivation of students has been observed to be sustained even after the completion of the project. These findings have become a basis for new and more sophisticated learning experiences for the students. The research has shown that the adopted method has been based on a research-action model, where teachers are the main facilitators. The project, free for all Italian schools, had a one-year duration (Ref. 3).

INTRODUCTION

ANDRILL was an educational and public outreach initiative called ARISE (ANDRILL Research Immersion for Science Educators). Teachers from the four participating countries were involved with the scientific discipline teams as they take an active part in research operations at the American base McMurdo Station (Ref. 4). Teachers from the four participating countries were also involved in some of these meetings. Prof. Cattadori has conducted the following additional activities.

Scopes and objectives

The objective of enrolling students in a scientific experience by making their presence and interest in the project a priority was realized. Teachers and students throughout the entire academic year and for the entire period. These activities align with the main initiative ANDRILL-ARESE: (Ref. 5).

There are an ongoing goal related to motivating them to: Create opportunities for further training of science teachers. Offer teachers a model for cooperative learning. Support the development of science teachers. Improve and support the adoption of new techniques by teachers. Develop a national platform for the dissemination of research and implementation of activities. Establish an online platform for teachers on the topic of ANDRILL and polar science (Antarctica and ARCTIC). Free resources will be made available from the project web site (progettosmilla.it) (Ref. 6).

METHODS

The scope of the entire project: The ANDRILL Program is an integral part of the methods. The project has been designed by the team of teachers working as a part of the ANDRILL scientific research, as well as the general scientific community. The project was designed to be flexible, allowing for adaptation to the needs of the schools.

A second phase is current: The project continued to be developed, and a second phase was started during the time period in the project.

For Teachers:

For teachers, the adopted method has been based in a research-action model, where teachers are the main facilitators. Research-action is the systematic study of attempts to bring about changes.

For Students:

Online competition: As previously mentioned, students and teachers received an individual competition on the site or course. This competition was judged and awarded at the end of the project.

Interactive educational animations: Made by collaboration with the GVC (Graphics Vectors Cinema) as animation specially developed for the project, together with accompanying a brief questionnaire on key issues of project. Teachers received an educational animation.

Online support (mail) to experts in individual students, with a wide range of viewing possibilities and available to the students.

The experience of progettosmilla.it then provides input for other proposed educational development.

RESULTS

The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. The high percentage of schools after the first year had re- registered. 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