

STUDENTS' VIEWS ON GASAT 11

- Enriching & Interesting experience
- Very explicit presentations
- Acquired information on attitude and views towards science and technology from countries of the world: - Nigeria, Mauritius, Afghanistan, South Africa, Canada, India, Sweden.
- We got the opportunity to meet and converse with scientists and lecturers from different parts of the world who imparted their knowledge and willingly advised us about the choice of career.
- Surveys, histograms and graphs clearly demonstrated gender inequality.

Among the 10 participants from QEC who have attended the conference, many have opted for a career in science and technology. However, we were surprised to learn that in many other countries, the case is not the same.

- Some workshops fascinated us, specially the one in which an Afghan woman explained and exposed to us the facts and realities of the pitiful situation in Afghanistan.
- We have been made aware of the aims, objectives and work being done by organisations like UNESCO and ANSTI. – Very encouraging to learn about networking and women scientists.

It has been a great pleasure to be at the Conference and we would like to thank the GASAT ORGANISATION for the invitation. The conferences were very interesting on as well as enriching in the sense that it showed us how research was interesting, discovering new things. One of the conferences we attended was on the career of woman in Mauritius. It showed us a lot of things about the progress of woman in their career in the civil service. But the only drawback for us was that we could not understand some technical management team. But in overall the experience was fantastic for us.

SCIENCE IN MAURITIAN PRIMARY SCHOOLS D. RAMROOP

1989 and 2002 have been milestone years for primary science education in Mauritius. Since 1989 EVS (Environmental Studies) is a core interdisciplinary subject from standards I to VI (entry ages 5 + to 10 +). EVS comprises biological, physical and social science topics.

The vital importance of science for a global world citizen led to science becoming a core subject in the upper primary (standards IV, V and VI) school curriculum in 2002.

However both EVS and Science enjoy, or suffer from, the reputation of being “difficult” subjects for planners, teachers and learners. The urgent paradigm shift we need to move towards sustainable practices in Science education is to instil teaching-learning processes that empower and lead to reflective teachers and independent learners.

Doing and learning Science need an investigative spirit. Science educators need to foster a culture that reveals the omnipresence of Science in daily life events: splashing of rain, growth of the human child, of animals and of plants, healthy human life style, using scientific products safely; the flora and fauna on our shores, in our rivers and sea, on our mountains and in natural environments.

Science is observational and observations of natural phenomena figure as a priority strategy. To enable our students to use ICT as a tool for learning science, maths and technology it is essential to develop their confidence as independent learners. This can be done by developing a wide range of basic prerequisite skills in language, visual communication, procedural skills, cognitive and metacognitive processes, social group dynamics skills and intrapersonal “self study” skills.

