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Invisible Obstacles

Andy Lloyd, Head of Special Projects, Centre for Life

**Professor Greta Defeyter, Professor of Developmental Psychology
and Director of Business and Employer Engagement, Health and Life
Sciences, Northumbria University**

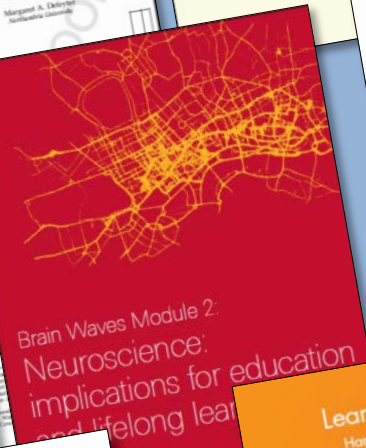






Framework for Evaluating Impacts of Informal Science Education Projects
Report from a National Science Foundation

CULTURES OF CREATIVITY
Nurturing creative mindsets across cultures



Learning to Love Science:
Harnessing children's scientific imagination



Research Councils UK
our vision
for public engagement
with research

Scientific Thinking in Young Children:
Theoretical Advances, Empirical Research, and Policy Implications

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
SCIENTIFIC BRIEF

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Emily Dawson and Jennifer DeWitt
College London

Science Beyond the Classroom
Experiments in Engage
Review of literature around one people from disadvantaged backgrounds
April 2014

ASPIRES
Young people's science and career aspirations, age 10-14



TEN SCIENCE FACTS & FICTIONS
The Case for Early Education about STEM Careers

Science for the masses
The US National Science Foundation's insistence that every research project addresses 'broader impacts' leaves many researchers baffled. Corie Lok takes a look at the system.



it's complicated

the social lives of networked teens

danah boyd

From Knowing to Not Knowing: Moving Beyond "Outcomes"

Consequences of family and friends (social network) influences on pupils' interest in science careers: A Scottish perspective

Measuring the Impact of a Science Center on Its Community
John H. Falk, Mark D. Neuman
Department of Science and Mathematics Education, Chicago State University, Chicago, Illinois 60629

Attitudes towards sciences: a review of the literature and its implications

Journal of Learning Design
A Critique of Generic Learning Outcomes

Personality type differences between Ph.D. climate researchers and the general public: implications for effective communication

Active learning increases student performance in science, engineering, and mathematics

Inspired by Distraction: Mind Wandering Facilitates Creative Incubation

Scientific Thinking in Young Children: Theoretical Advances, Empirical Research, and Policy Implications

Focus and Planning Skills Can Be Improved Before a Child Enters School

Challenging a Common Assumption of Hands-on Exhibits
How Counterintuitive Phenomena Can Undermine Inquiry

What is This Exhibit Showing You?
Insights from Stimulated Recall Interviews with Primary School Children

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Enriched Environments in Adolescence Prevent Long-Term Effects of Early impoverished Environments

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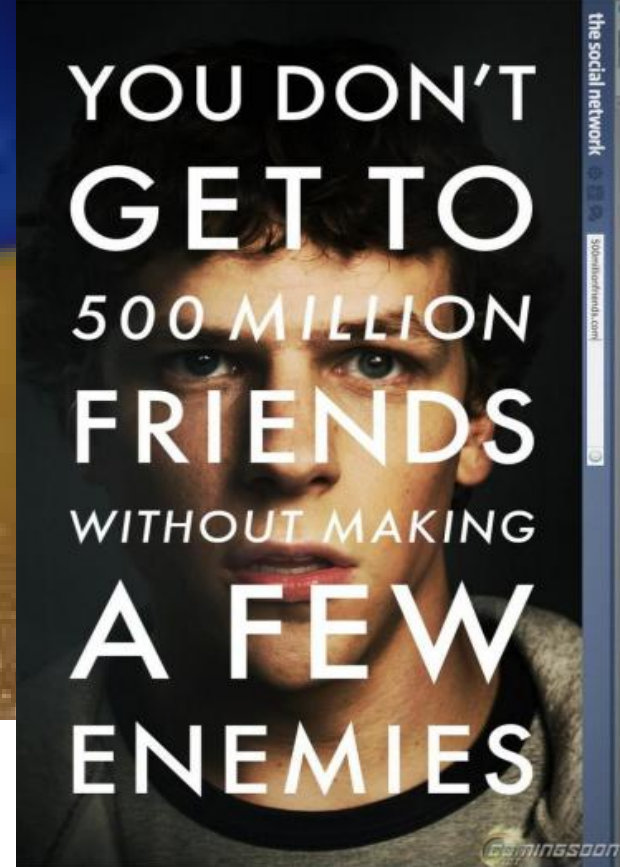
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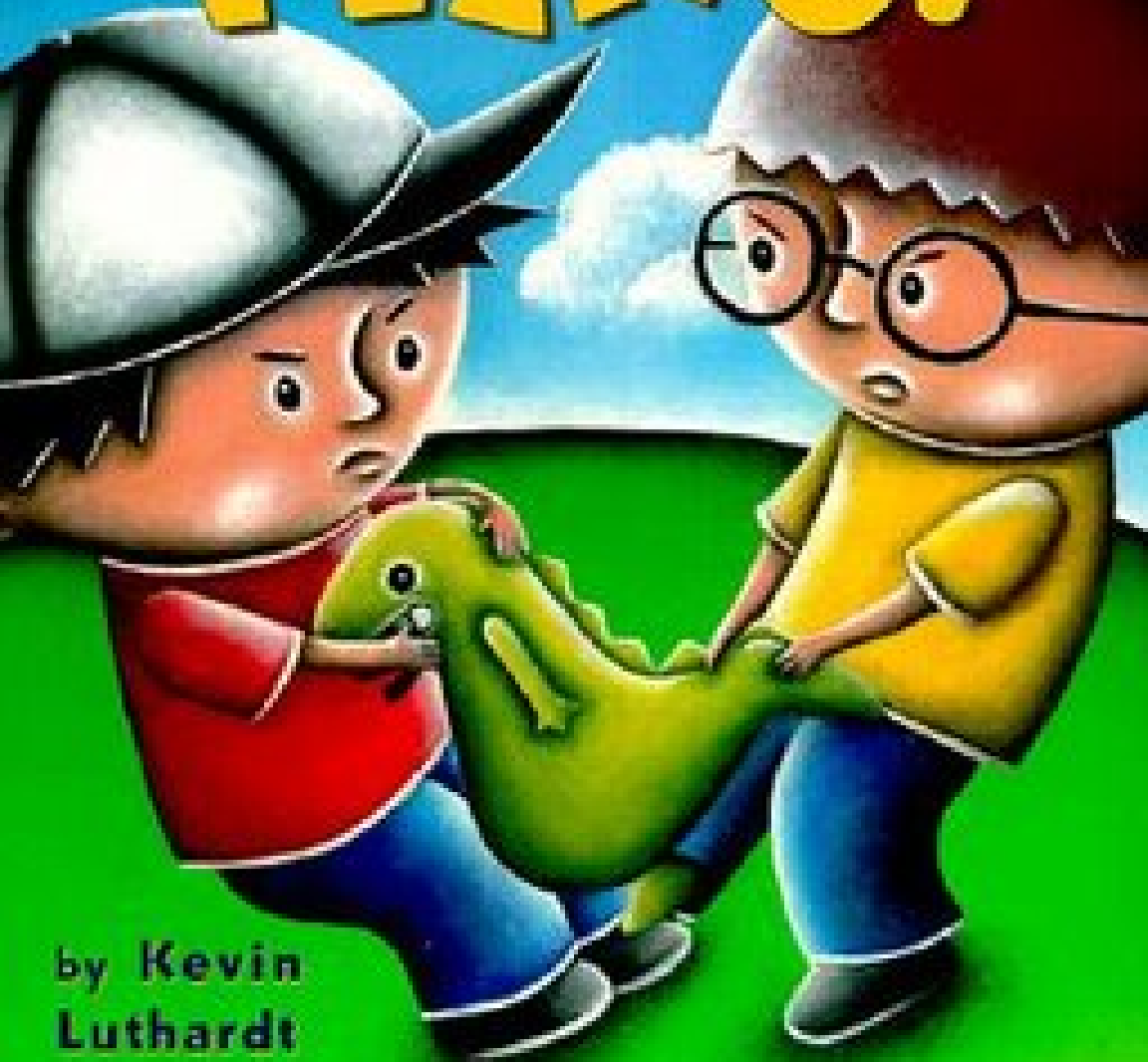




Ownership is important



Mine!

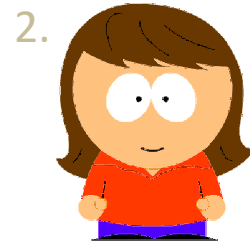
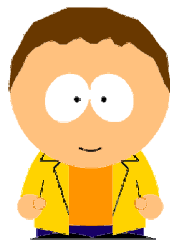
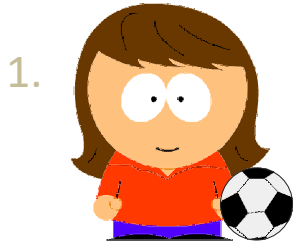


by Kevin
Luthardt

Ownership is important for social development as most of young children's social conflicts concern possession and the use of objects.

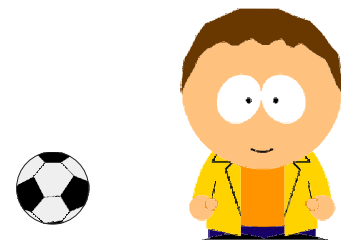
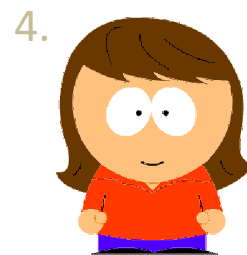
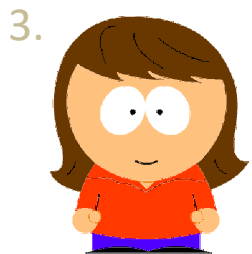
Experiment

Participants: 2-4 year olds

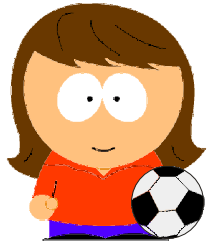


First, the girl plays with the ball.

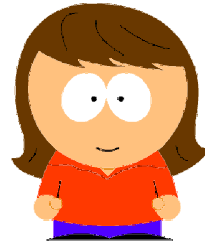
Then, the boy plays with the ball.



Whose is the ball?



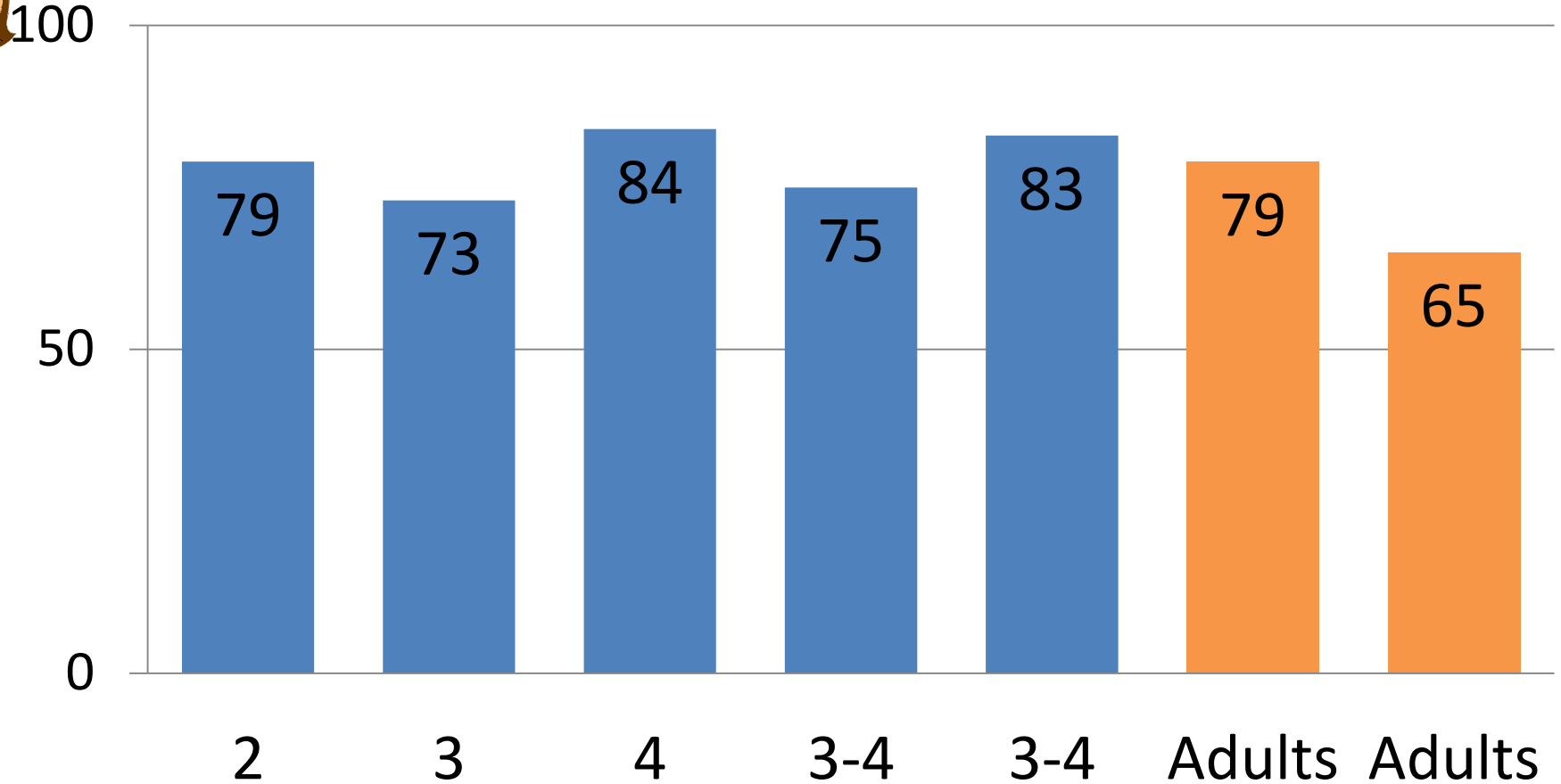
First, the girl plays with the ball.



Then, the boy plays with the ball.

Whose ball is it? ← NO CORRECT ANSWER

% choices of first possessor











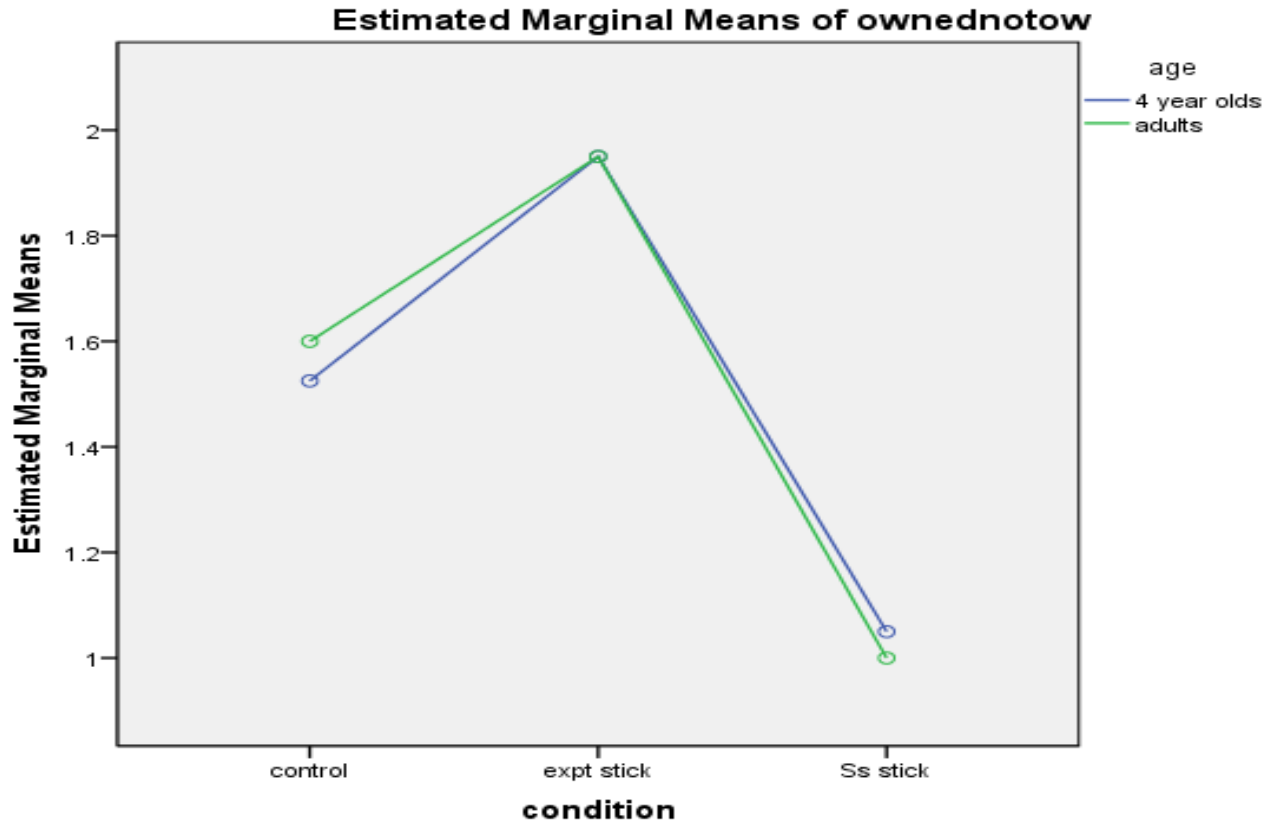
Control



My Block



Your Block







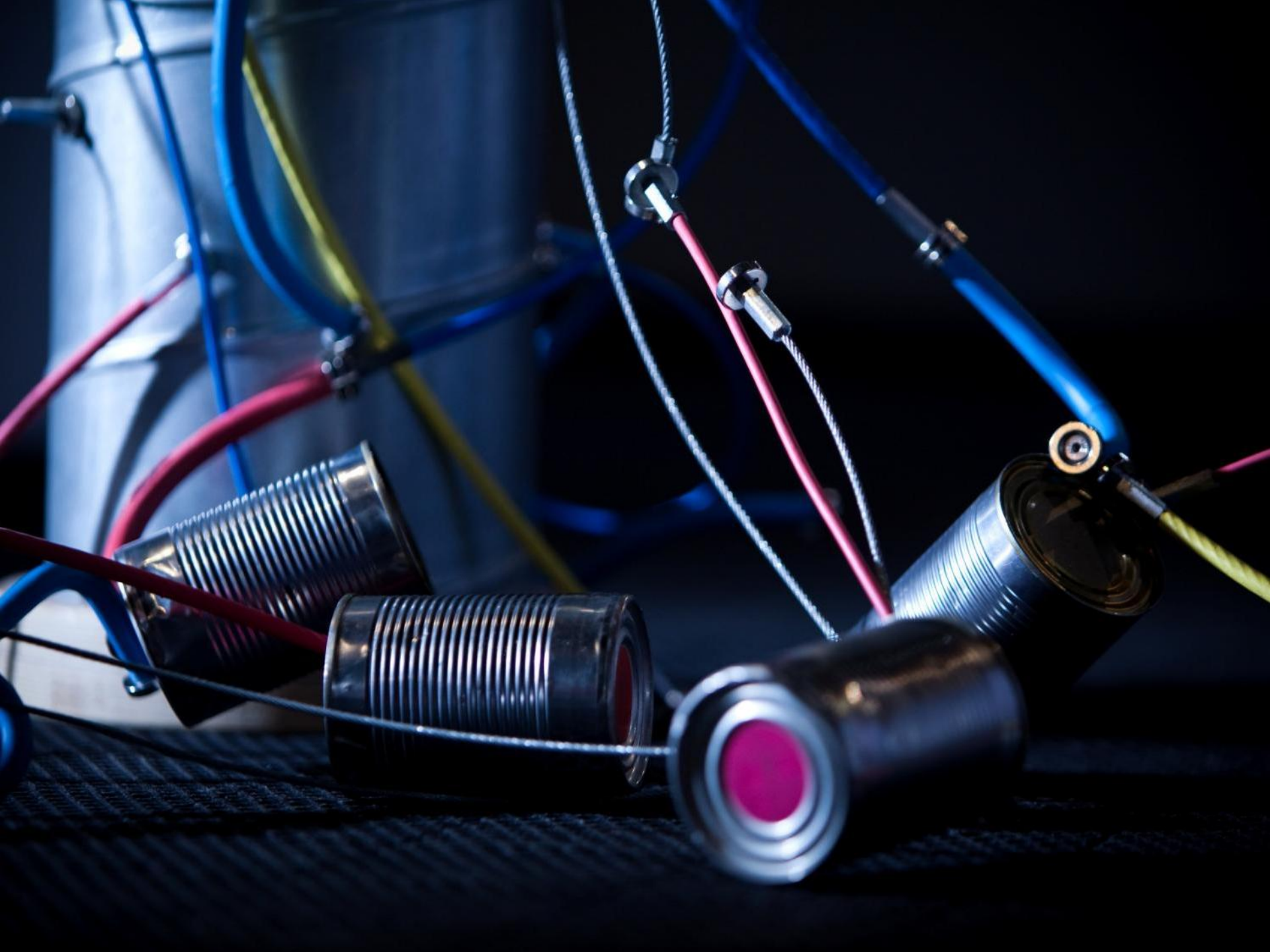


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HARDWARE HACKING AREA

HARDWARE HACKING AREA







pivot

Thank You

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