

EIST at secondary school

***EIST* at secondary school (junior cycle)**

Integrated Science and Technology Teaching (EIST) is an initiative that seeks to reform science and technology education.

Approximately 160 volunteer secondary schools, accompanied by the [Académie des Sciences](#) and the [Académie des Technologies](#), are adapting to an integrated approach that is focused on inquiry and the development of a scientific mind.

The ten principles of integrated science and technology education (in the wake of *La main à la pâte* principles)



1. Junior cycle secondary school students carry out investigations on objects, phenomena and situations of the natural or technological world that are accessible and likely to stimulate their curiosity and awaken their interest.
2. During their investigation, students reason, discuss, share their ideas, experiment, compare results, debate and use their critical thinking; they gradually build their knowledge, which they then put on paper with the teacher, adhering to intellectual precision.
3. Learning situations take place in sequences that respect the progression of the learning process, in the general context of the official curricula for technology, physics and chemistry and earth and life sciences. The students are given plenty of freedom, with the supervision of one teacher, if necessary. The disciplines proposed generally do not have any preconceived order of priority.
4. A minimum of 3 hours 30 minutes per week and per pupil is devoted to one theme for several weeks. The school oversees the continuity of the activities and methods in the first two years of secondary school, and the unity of science and technology gradually takes shape through the variety of disciplines and methods used in the investigations.
5. Pupils keep an investigation (or experiment) notebook with their own notes; they use the classic and modern communication techniques, such as by computer for example.
6. The objective is the gradual appropriation or the reinforcement by the students of scientific concepts and operating techniques along with improved language use and quality of written and oral expression.
7. Suitable evaluations are established to help students and adults (teachers, families) to assess the progress made.
8. Scientific partners, technicians and engineers offer their skills to teachers and students.
9. An academic structure composed of teachers, trainers and evaluators accompanies this dynamic.
10. A website pools the various teaching resources together and offers teachers a platform for exchange and dialogue.