Exploring the Scope of Practicing Basic Science Process Skills in the Creative Problem-Solving Experiences through Modular Cube Robotics Technologies in Students across Various Educational Levels

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To cite this version:

Mehedi Hasan Anik, Margarida Romero. Exploring the Scope of Practicing Basic Science Process Skills in the Creative Problem-Solving Experiences through Modular Cube Robotics Technologies in Students across Various Educational Levels. Hybrid research symposium within the CreaComp research programme “Co-creative problem-solving and technology enhanced learning from a sociocultural perspective”, Oct 2023, Nice, France. 2023. hal-04248910

HAL Id: hal-04248910
https://hal.science/hal-04248910
Submitted on 18 Oct 2023

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Problem Statement

- Promoting a "world community of scientifically and technologically literate citizens" was a top priority for the global Conference on Education for All, held at Jomtien in 1990 (Layton, Jenkins, & Donnelly, 1999).
- Developing fundamental science process skills, including observation, classification, communication, measurement, inference, and prediction (Turiman et al., 2012), is a key component of science education. These abilities span a variety of cognitive, psychomotor, and affective abilities that enable students to engage effectively in scientific inquiry and exploration (Bybee, 1997).
- Modular Robotics are user-friendly artifacts that allow students to design, build, and program robots, providing an engaging and hands-on learning experience in science classrooms (Papert, 2020).
- The creative problem-solving (CPS) experiences using modular cube robotics of students at different educational levels can be different as well. Elementary students often approach problems intuitively and may struggle with abstract reasoning (Syawaludin, Gunarhadi, & Rintayati, 2019). Middle school students, according to Lin and Chu (2004), tend to apply more systematic problem-solving strategies. High school students, as reported by Choi, Jung, and Baek (2013), often demonstrate higher-order thinking skills and a more analytical approach to problem-solving.
- Despite the potential advantages of Modular Robotics in science education, little is known about how its application affects students’ experiences in developing fundamental science abilities at various educational levels.

Research Objectives

- Research Objective 1 (RQ1). To investigate how students of different educational levels experience practicing basic science process skills while CPS through modular robotics.
- RQ2. To identify and compare the differences in the CPS experiences of elementary, middle school, and high school students while using Cube Robotics in science classrooms to practice basic science process skills.

Creative Problem Solving (CPS) Procedures in CreaCube Tasks

Through the robotic cubes that the subjects' control in this ill-defined CPS task, mediated by tangible interactive technologies, we can open the development of new ideas, their evaluation, their inhibition, and their transformation across the CPS process (Romero, 2022). The process of idea generation relies on divergent thinking, a fast, implicit system grounded in prior information and actions. In contrast, idea evaluation through convergent thinking demands more effort due to the learner's persistence and motivational orientation toward desired outcomes. Ultimately, the creative outcome, if predefined, guides implicit processing and encourages further creative behaviors through explicit processing, ultimately leading to the desired outcome (Romero, 2022).

Six Basic Science Process Skills (The Science Process Skills | NARST, n.d.)

The six basic science process skills are Observing, Inferring, Measuring, Communicating, Classifying, and Predicting (Turiman et al., 2012). A brief explanation of the process skills is as follows. Observing - Observing is the process of learning about an object or event by using one's senses.
- Inferring - Making an "educated guess" about a thing or an event based on previously obtained data or information is known as inferring.
- Measuring - Describing an object's or event's dimensions using conventional and ad hoc measurement or estimates.
- Communicating - Using words or visual symbols to describe a process, a thing, or an event is known as communicating.
- Classifying - Classifying is the process of gathering or arranging things into categories based on characteristics or standards.
- Predicting - Speculating on a future event's result based on a pattern of evidence is known as a prediction.

Methodology Matrix for This Qualitative Study

Implications

- will advance knowledge of how educational robotics can be successfully included in science education to improve fundamental science process abilities.
- will help to refine hypotheses which may lead to further large-scale research.

Limitations

- The sample size of the pilot is limited.
- Variables (e.g., gender, socio-economic background, previous experiences with modular cube robotics) will be controlled.

References