In this paper we will present the research design and preliminary experiences of a collaborative work, currently in progress, between researchers from The University of Aberdeen, UK, and University of San Andres, Argentina. This project focuses on, and conducts an in depth exploration into creativity and its role in science education. It involves workshops, seminars, research and knowledge exchange.

The research project, started in 2013, aims to investigate creativity in science education and its effectiveness in developing science skills and knowledge in different socio-cultural contexts (See for example Kind and Kind, 2007). The objectives are to:

- gather narrative accounts of teachers known to be employing creative approaches to science education in Scotland and Argentina
- identify key features, opportunities and challenges associated with creativity in science education;
- develop and implement culturally relevant workshops for teachers in each country and implement such approaches in the teaching of science.
- prepare seminars and public discussions elaborating the role and effectiveness, or otherwise, of creativity in science education.

The methodology is qualitative in nature, employing interviews and observations. At the time of the seminar interviews will have been conducted with 6 teachers in each country known to have been employing creative pedagogies, 12 in total, and interviews analysed. Data will provide information about the teachers' views on, and experiences with, creative teaching and their role in the learning of Science. Preliminary results show promising examples of how teachers draw on a set of resources from other disciplinary fields such as visual arts, music and drama to promote student science learning, including an increase of student motivation and the development of inquiry skills.

References
