

Guide to Implementing the IIIT® Project

IIIT® Project – sample observation, record-keeping and accompanying outputs

The IIIT® Project is a training and educational programme. Its purpose is not the flawless administrative completion of every line, but the gradual development of pupils' skills in regular observation, recording facts, distinguishing between an observation and an assumption, managing time and order, and maintaining methodological discipline.

The frequency with which the condition of the sample is recorded is not prescribed by a single universal rule. A school may adapt it to its actual routine, the age of its pupils, teaching possibilities and the nature of the sample's development. In practice, this may mean making a record daily, several times a week, once a week or at even longer intervals, for example once a month. What matters is that the chosen rhythm remains manageable for the class over the long term and is as consistent as circumstances allow.

The same principle applies to every component of the IIIT® Project: observation of the sample itself, maintenance of observation sheets, media outputs and every accompanying protocol. It is not necessary for every section to be completed in full from the outset. It is natural for a school or class to begin with a simplified version and gradually establish its own pace and degree of precision.

The individual sheets and accompanying outputs need not be handled by the same groups of pupils. It is methodologically acceptable for one group to observe the sample and record physical or chemical phenomena, while another group of observers, or pupils from another class, prepares the media sheet, report or another accompanying protocol. The essential point is that the school clearly determines who is responsible for each component and that continuity between records is maintained.

If there is an interruption, a record is missed or a protocol is not completed in full, this does not constitute a failure of the IIIT® Project. Such situations are expected in a training programme. An honest return to observation and continuation of the work to the extent realistically possible at the time are more important than formal completeness.

The sample also need not be placed solely in an enclosed space. Where the school's conditions and safe operating arrangements permit, it may also be displayed for a longer period in a shared area as an observation point that naturally attracts the interest of other pupils, including younger year groups. Such placement is methodologically acceptable provided that it does not hinder regular observation and the school has appropriate supervision arrangements in place.

The teacher, acting as methodological lead, may reasonably adjust the scope of the work on an ongoing basis. If the teacher considers a component to be too burdensome at a given time, unsustainable in terms of time or unsuitable for the school's current circumstances, the procedure may be simplified, shortened or temporarily limited. The IIIT® Project is designed to adapt to the school's pace and individual circumstances without losing

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its main purpose.

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