



## STEP 1 - ORIENTATE



**Hints for the trainers/teachers:** Trainers need to encourage the groups to revise their activities and try to improve them by considering the suggestions of other working groups. If there have not been any, trainers can also suggest other improvements listed on previous parts. Finally, trainees are invited to outline a strategy to assess the impact of their activity. As a trainer, try to make them consider all the possibilities (inclusion of students with special needs, increase the equity in terms of gender, racial minorities and students from low socioeconomic backgrounds, universal design).

Try to suggest some indicators for those groups who are stuck. You can have great examples here:

- **For students with special needs:** <http://inclusionworks.org/sites/default/files/QualityIndicatorsGuidebook.pdf>
- **For students with special needs and other students with fewer opportunities:** <https://www.britishcouncil.es/sites/default/files/british-council-guidelines-for-inclusion-and-diversity-in-schools.pdf>
- **Inclusive classrooms:** <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>

## STEP 2 - INVESTIGATE



**Hints for the trainers/teachers:** This activity can be carried out in two different modalities. Choose one of those depending on the possibilities of the training.

### Modality A - Real implementation

The first modality, and the most desirable one, is that trainees use their revised Let's STEAM activities (resulting from the previous training activity "Inclusive Design") and implement them with their students. Each teacher is invited to collect the evidence agreed upon and fill in the table of initial analysis (page 106 in this coursebook) after each implementation. After all the Let's STEAM activities are implemented, each teacher will share all the information gathered with the rest of the group and their tables of initial analysis. While he/she is explaining their implementation, the rest of the trainees will also fill in a table of initial analyses to structure their interpretation of the implementation of the activities.

The aim of this constructive analysis is that trainees progressively become aware of what can be improved in the implementation of the activities in terms of educational aims and promoting the engagement of all students (inclusion).

Each time one teacher present the results of their implementation, the rest of the trainees are expected to use the **table for initial analysis (page 106 in this coursebook)** to structure the feedback. They are encouraged to provide their feedback in a constructive way and direct the dialogue towards the identification of main issues regarding the **promotion of equity** in the Let's STEAM (e.g. *What do you think has happened? Which evidence do you have? How can we interpret it in terms of the promotion of inclusiveness? Can you think of a similar situation in your teaching experience? What did you do then?*) activities and development of **strategies to overcome these issues** (e.g. *What do you think it could be done to change this situation? What do you think we can learn from this situation? What could be applied to other learning situations?*).

Additionally, trainees can have the guidelines for the promotion of an inclusive implementation of Let's STEAM activities as an inspiration in this analysis. Ideally, all trainees in the group should have the opportunity to receive constructive feedback on their implementations.



## STEP 2 - INVESTIGATE



### Modality B - Micro-teaching

If trainees cannot implement the activity with their students, the trainees would implement a Let's STEAM activity with the colleagues in the group.

The leading trainee will conduct the activity as if they were in their regular classroom and the other trainees will act as students. Note that it is important that the trainees know the type of students and try to reproduce potential issues that can occur in a regular lesson.

The implementation would not be longer than 7-12 minutes. After the implementation, all trainees of the group use the Table of initial analysis to provide constructive feedback to the leading teacher. The aim of this constructive analysis is that trainees progressively become aware of what can be improved in the implementation of the activities in terms of educational aims and promoting the engagement of all students (inclusion).

Each time one teacher conducts a micro-teaching episode, the rest of the trainees are expected to use the **table for initial analysis (page 106 in this coursebook)** to structure the feedback. They are encouraged to provide their feedback in a constructive way and direct the dialogue towards the identification of main issues regarding the **promotion of equity** in the Let's STEAM (e.g. *What do you think has happened? Which evidence do you have? How can we interpret it in terms of the promotion of inclusiveness? Can you think of a similar situation in your teaching experience? What did you do then?*) activities and development of **strategies to overcome these issues** (e.g. *What do you think it could be done to change this situation? What do you think we can learn from this situation? What could be applied to other learning situations?*).

Additionally, trainees can have the guidelines for the promotion of an inclusive implementation of Let's STEAM activities as an inspiration in this analysis. This cycle can be carried out as many times as the group likes. Ideally, all trainees in the group should have the opportunity to act as leading trainees.

## STEP 3 - CONCLUDE



**Hints for the trainers/teachers:** The aim of this part is that one group can explain to the other members what they have designed and, at the same time, all trainees can have the opportunity to listen to what other groups have thought. To manage this exchange, one possibility is that one member of the group receives trainees from other groups, while the rest of the members of the initial group can circulate from one group to another ones. Members of the team who listen to the proposal are invited to give feedback. This is the easiest version to be carried out if the training is conducted on-site. If the training is online, you might consider setting up a collaborative space. In this space, for example, each group can upload a video where they explain to others what they have done and why, and invite the rest of the members to provide feedback.