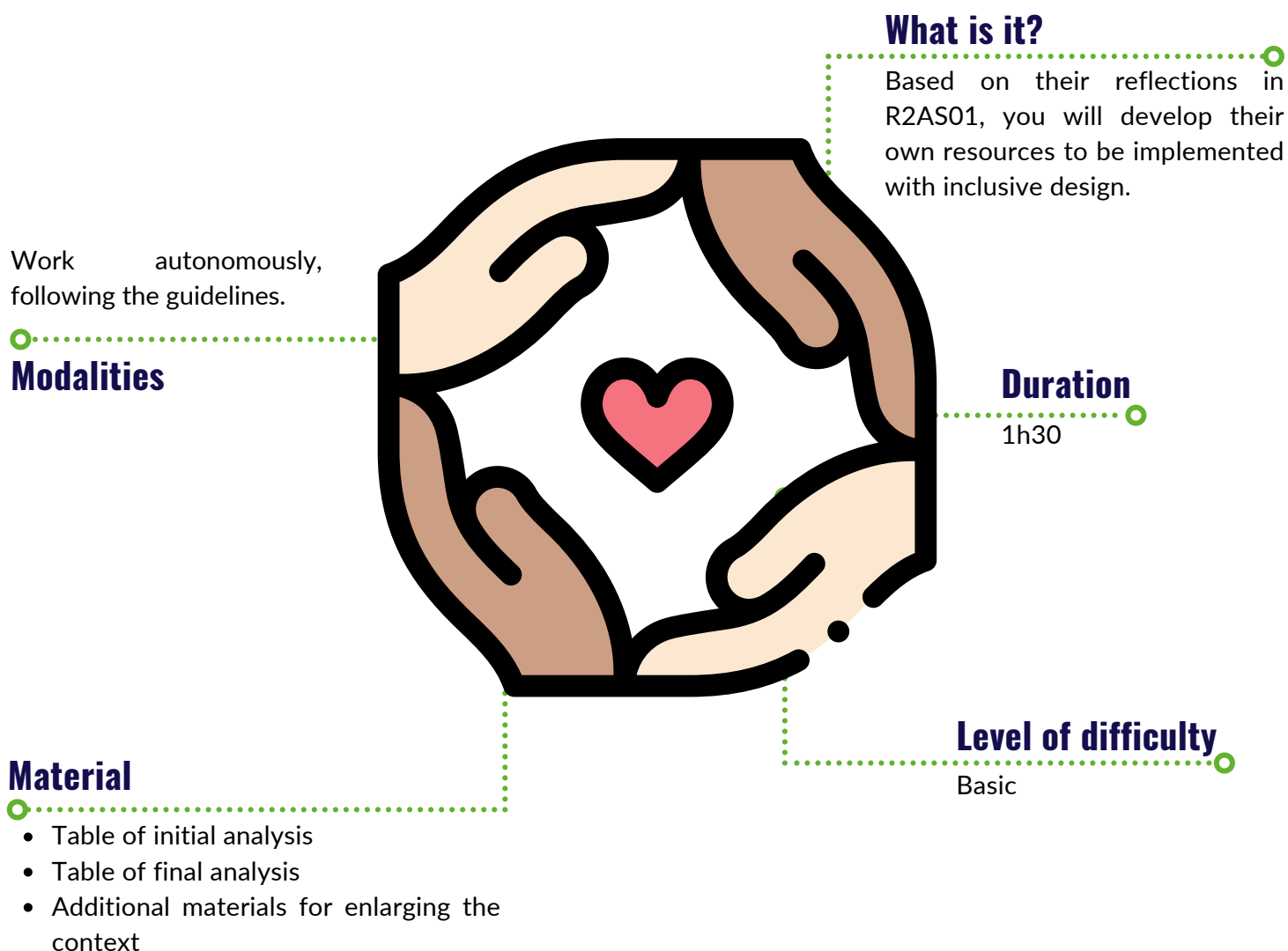


INCLUSIVE IMPLEMENTATION

#R2AS02



LEARNING OBJECTIVES

- Analyse and transform designed STEM educational materials and activities to adapt and increase the inclusiveness especially regarding potential groups of students at a disadvantage which are students with special needs, and women, racial minorities, and low socioeconomic students
- Identify successful strategies that could be implemented in different educational contexts



STEP 1 - ORIENTATE

30 min.



ASSESSING THE IMPACT OF THE IMPLEMENTATION

Try to remember from the first activity sheet M3AS1 "Inclusive Design", what other trainees suggested to you based on their previous experiences. Introduce the modifications you consider appropriate to **improve the design of the activity**. Discuss in groups how will you know if the aims of the activity have been reached and possible pieces of evidence that you may collect.

Now it is time for you to try out this magnificent activity you have designed in your group!



STEP 2 - INVESTIGATE

40 min.



TO WHICH EXTENT THE AIMS HAVE BEEN REACHED?

In this part, you are invited to **implement the activity designed and assess to which extent the inclusion and equity aims are achieved**. As well, you can also consider the extent of achievement of **educational aims**.

During a training session: The trainer will provide you with the details for the implementation with your group peers depending on the training. As a trainee, you will conduct the activity as if you were in your regular classroom and the other trainees in your group will act as your students. Note that is important to define with your group, your 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.**

Within your classroom: You will implement your designed and improved activity with your students and reflect on this activity using the analysis tables and guidelines given in this activity sheet, if possible reflecting about it during a training session with your group, or within your school, with colleagues. You can also interact with your local trainer dedicated to the implementation of the Let's STEAM project.

In both cases, you will be invited to collect the evidence agreed upon and fill in the table of initial analysis given in this coursebook page 106 after your implementation with your students or with your peers' (depending on the modality of this activity).

1



2



STEP 3 - CONCLUDE

20 min.



LEARNING FROM OUR EXPERIENCE

At the end of all implementations, read again what you have written and try to identify the **main issues regarding inclusion and equity** in the implementation of Let's STEAM activities in all cases. If it helps you, you can use the **table of final analysis (page 107 in this coursebook)** to structure the reflection.



R2AS02 - INCLUSIVE IMPLEMENTATION - CANVAS #3

TABLE FOR INITIAL ANALYSIS

#R2AS02

Identification of the episode/classroom: _____

FIRST IMPRESSION (INDIVIDUAL)

What catches your attention, in general? Identify what you think is the most relevant part in the episode/classroom and that needs to be highlighted (write down at least 3 ideas)

- 1.
- 2.
- 3.

1



INITIAL INTERPRETATION (INDIVIDUALLY)

How do you interpret the actions that students show in the episode/classroom?
Are all children equally participating?

2



How can you interpret the role of the teacher in the episode, responding to the actions of the students?

3



Given what happens in the episode (the ideas/doubts expressed by the children, the interactions that take place, possible difficulties...) what do you think you could do as a teacher to improve the inclusive participation of all students?

4



TABLE FOR FINAL ANALYSIS

#R2AS02

FINAL REFLECTION (INDIVIDUAL)

What do you consider the most relevant topics or ideas discussed in the previous analysis? What do you think you should need to learn to better promote inclusion in the classroom? Write the most relevant items.

1



FINAL INTERPRETATION (INDIVIDUAL)

Which are the main issues regarding the promotion of inclusion in STE(A)M activities which have been highlighted from the interpretation of the students' actions? (possible issues in students regarding inclusion)

2



Which main aspects can be highlighted regarding the role of the teacher responding to the actions of the students? (in terms of possible issues in teaching practices regarding the promotion of inclusion)

3



Given what has been discussed previously (the ideas/doubts expressed by the children, the interactions that take place, possible difficulties...) what do you think you could do as a teacher to improve the inclusive participation of all students? (in terms of teaching practices that can be developed for the promotion of inclusion)

4

