

Building The STEAM Abilities of Students and Teachers Through Inclusive Pedagogical Sequences

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Abstract

In the STEAMBuilders project, we devised a methodology for bringing science activities into high school that employs a multilayered approach to help students improve their STEAM skills and provides teachers with unique inclusive pedagogical sequences for use in the classroom. In this paper, we examine this strategy and illustrate it with an example. We discuss a case study of applying and evaluating a pedagogical sequence in school activities with senior high school students after introducing the methodology of the project. The findings of the evaluation are positive towards our approach.

Keywords: STEAM education, pedagogical sequences, STEAMbuilders, evaluation, Erasmus+