

11-12 DECEMBER 2024 | BRUSSELS

Contextualising STEM: Culture and society

Parallel breakout session 5

11 December 2024 (14:50-16:15 CET)

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Agenda

Time	Activity
14:50-15:10	Welcome and introduction
15:10-15:30	Navigating the present
15:30-15:50	The next chapter
15:50-16:05	Knowledge sharing
16:05-16:15	Wrap-up & main takeaways

What are the main themes of our session?

THEME 1

Cultural continuity:
safeguarding
Europe's
common
heritage

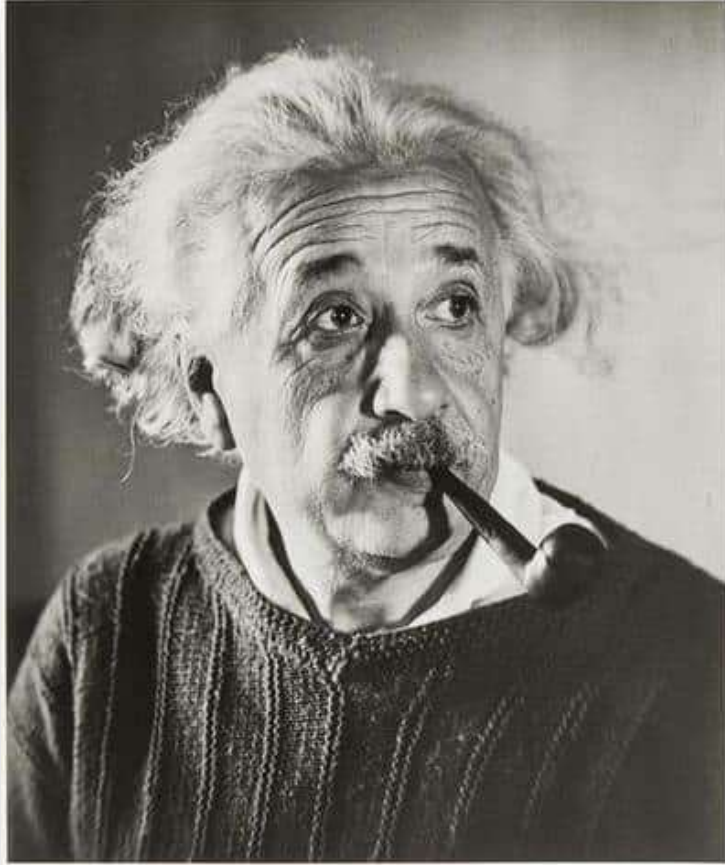
THEME 2

Breaking
barriers:
addressing
the **gender**
gap

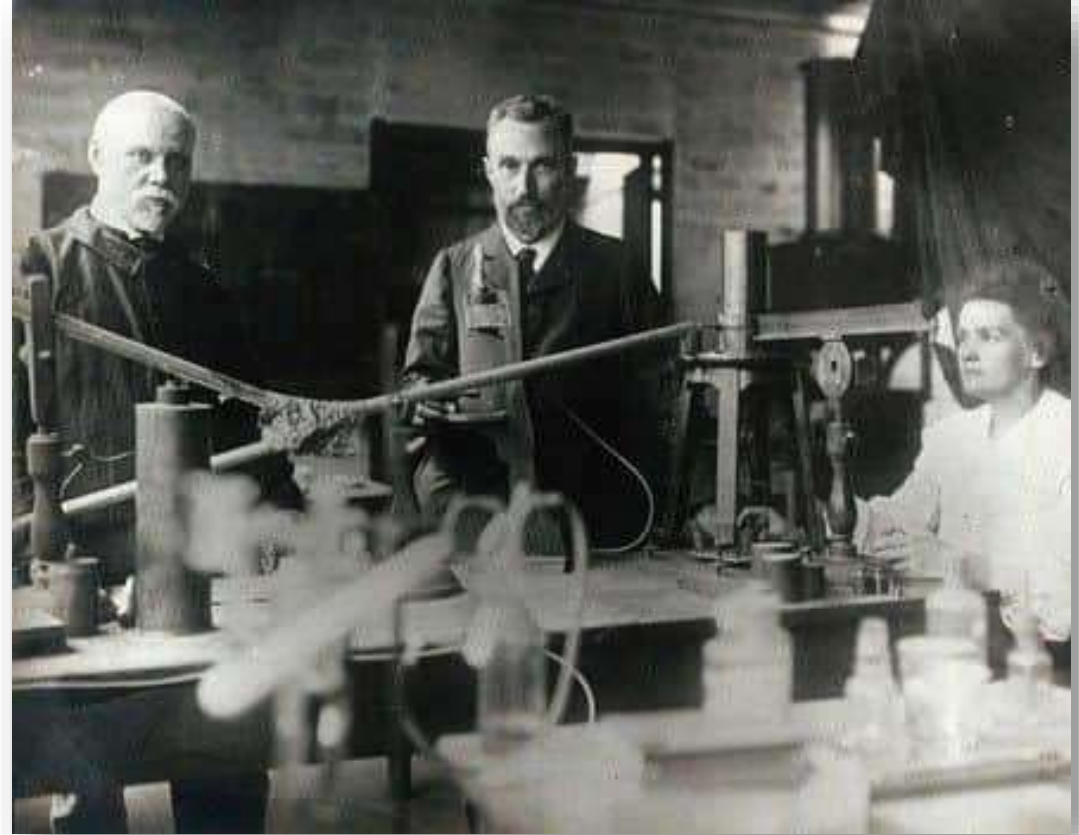
THEME 3

Unlocking
potential:
Innovative
solutions for
**Special
Education**

What do you see in these pictures?



Albert Einstein in his office, Princeton University, New Jersey by <http://data.jck.nl/resource/skos/thespersoon/208> - 1942 - Jewish Historical Museum, Netherlands - Public Domain.
https://www.europeana.eu/item/270/resource_document_jhm_museum_M014661



Marie and Pierre Curie (centre) in their laboratory, Paris - Wellcome Collection, United Kingdom - CC BY.
<https://www.europeana.eu/item/9200579/wk8x5yxj>

How could these images be used?

Think of ways that these images could be applied in an educational setting!

Go to [Mentimeter](#) and share your ideas.

Join at [menti.com](#) and use the code: **8499 0087**

OR

Scan the QR code



Theme 1 - Cultural continuity: safeguarding Europe's common heritage

- Deployment of a common European data Space for cultural heritage (Europeana DS4CH project)
 - Facilitating the reuse of high-quality data
 - Integrating digital cultural heritage into the practices of formal and non-formal educators



Polyhedron Penetration, Penetration of five cubes, Ikonaut / ETH-Library
CC-BY-SA, [Polyhedron Penetration | Europeana](#)



Types of cultural heritages

Cultural heritage is a complex system, often based on values and emotions rather than objects.

Categories

- **Tangible**, or physical cultural heritage includes objects, buildings and works of art. These are further divided into **movable** and **immovable** cultural heritage.
- **Intangible** cultural heritage consists of non-physical aspects of culture, such as social customs at a particular time in history, social values, spiritual beliefs, etc.
- **Digital** cultural heritage can be defined as embracing “*cultural, educational, scientific and administrative resources, as well as technical, legal, medical and other kinds of information created digitally, or converted into digital form from existing analogue resources*” ([The Charter on the Preservation of Digital Heritage of UNESCO](#)).

Natural heritage is also an important part of a society's heritage, including the countryside and natural environment or natural reserves.

Theme 1 - Cultural continuity: safeguarding Europe's common heritage

Tools and resources



- [Europeana.eu platform](https://europeana.eu)
- Training (MOOCs in various languages, workshops)
- National activities (dissemination and training courses)
- Resources ready to be used



- [Teaching with Europeana blog](#)
 - Learning scenarios
 - Stories of Implementation
 - Micro-stories
 - Updates
 - Handbooks



- Competitions

Thousands of educators have been engaged in various activities with an indirect impact on thousands of students.



What is inclusivity?

Add one word or short phrase.

Go to [Mentimeter](https://www.mentimeter.com) and share your ideas.

Join at menti.com and use the code: **8499 0087**

OR

Scan the QR code



What is inclusivity?

inclusivity

noun [U]

UK  / ˌɪn.kluːˈsɪv.ɪ.ti/ US  / ˌɪn.kluːˈsɪv.ə.ti/

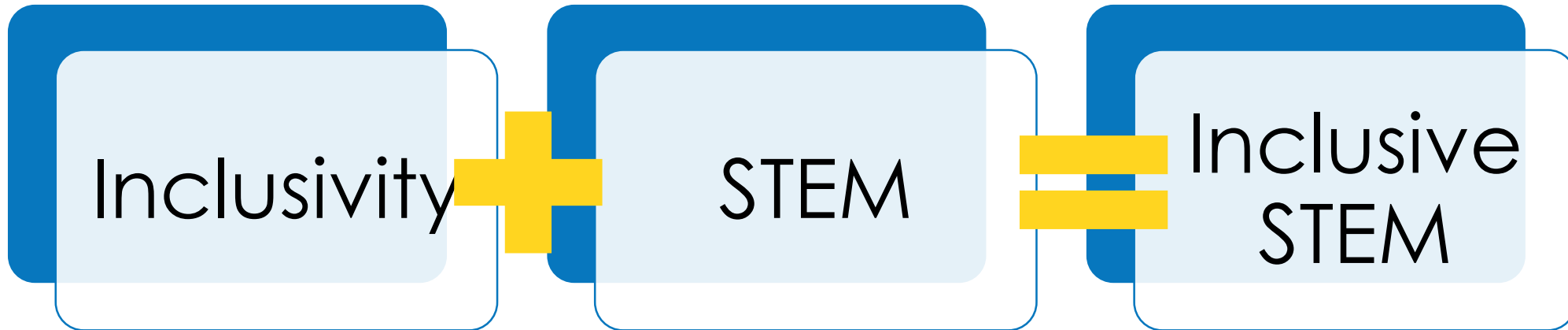
Add to word list 

the fact of including all types of people, things or ideas and treating them all fairly and equally:

Cambridge dictionary, online:

<https://dictionary.cambridge.org/dictionary/english/inclusivity>

Inclusive STEM



Barriers to inclusive teaching



Designed by jcomp for Freepik.

Gender

Bias and prejudice

Socio-economic

Language

Structural

Theme 2 - Breaking barriers: addressing the gender gap



STEAMBRACE



Theme 2 - Breaking barriers: addressing the gender gap



Set up the **STEAM Alliance** for Europe

Discover the **gaps** in STEAM education

Co-create inclusive STEAM **training activities**

Collect the best **STEAM educational practices** to ensure sustainable and inclusive STEAM procedures in schools.

Theme 3 - Innovative solutions for Special Education



Theme 3 - Innovative solutions for Special Education



Develop a
**Competence and
Education framework**
for STEAM in Special
Education



Develop and pilot a
**STEAM Training
Programme** for
Special Education



Design an innovative
**Joint STEAM
Curriculum** for
Special Education



Create an **Inclusive
STEAM Alliance**



Navigating the present



Understand how each country is addressing the three themes below.

THEME 1

Cultural continuity: safeguarding Europe's common heritage

THEME 2

Breaking barriers: addressing the **gender** gap

THEME 3

Unlocking potential: Innovative solutions for **Special Education**

Navigating the present

10 minutes discussion
10 minutes presentation



Group Formation

Split into 3 groups.
Each group has 7 members and is assigned a specific color theme.



Task

Answer the questions assigned to your theme.
Use stickers to write answers to the provided questions.



Output

Attach your group's stickers to the poster labeled "PRESENT".



Presentation

Decide who in your group will present your outcomes.

Navigating the present

🗨️ 10 minutes discussion
🖋️ 10 minutes presentation



Theme 1

How is **cultural heritage** incorporated into the educational system in your country?
Can you share examples of the intersection between STEM disciplines / concepts and cultural heritage?

Theme 2

What initiatives are in place in your country to promote **gender equity** in STEM education?
Could you provide examples of programs or strategies designed to support gender equity in STEM fields?

Theme 3

How does your country support the integration of **students with diverse needs** into STEM education?
What tools or resources are available to ensure inclusive and effective STEM learning for students with diverse abilities?

The next chapter



Reflect on potential future solutions to address the three themes.

THEME 1

Cultural continuity: safeguarding Europe's common heritage

THEME 2

Breaking barriers: addressing the **gender** gap

THEME 3

Unlocking potential: Innovative solutions for **Special Education**

The next chapter

 10 minutes discussion
 10 minutes presentation



Group Formation

Keep the same groups.



Task

Answer the questions assigned to your theme.

Use stickers to write answers to the provided questions.



Output

Attach your group's stickers to the poster labeled "FUTURE".



Presentation

Decide who in your group will present your outcomes.

The next chapter

🗨️ 10 minutes discussion
🖋️ 10 minutes presentation



Theme 1

What innovative approaches can be adopted to integrate **cultural heritage into STEM** education? In what ways can STEM education contribute to the preservation and continuity of cultural heritage? How can policies or partnerships be leveraged to scale and sustain these initiatives?

Theme 2

What future strategies or innovations could be developed to better **address gender disparities in STEM** education? How can emerging technologies and advancements in STEM be utilized to create learning environments that promote gender inclusion? How can the society support these efforts?

Theme 3

What steps can be taken to ensure STEM education evolves to meet the **diverse needs of students** with special educational needs? What future collaborations between educators, policymakers, and technology developers could foster more inclusive STEM learning?

Knowledge sharing



Icon made by Freepik from Flaticon.

- Reflect on the suggestions that are posted on the “PRESENT” and “FUTURE” walls and share additional insights and/or recommendations.
- Add your reflections to the [Tricider](#):



Wrap up & main takeaways

THEME 1

Cultural continuity: safeguarding Europe's common heritage

THEME 2

Breaking barriers: addressing the **gender** gap

THEME 3

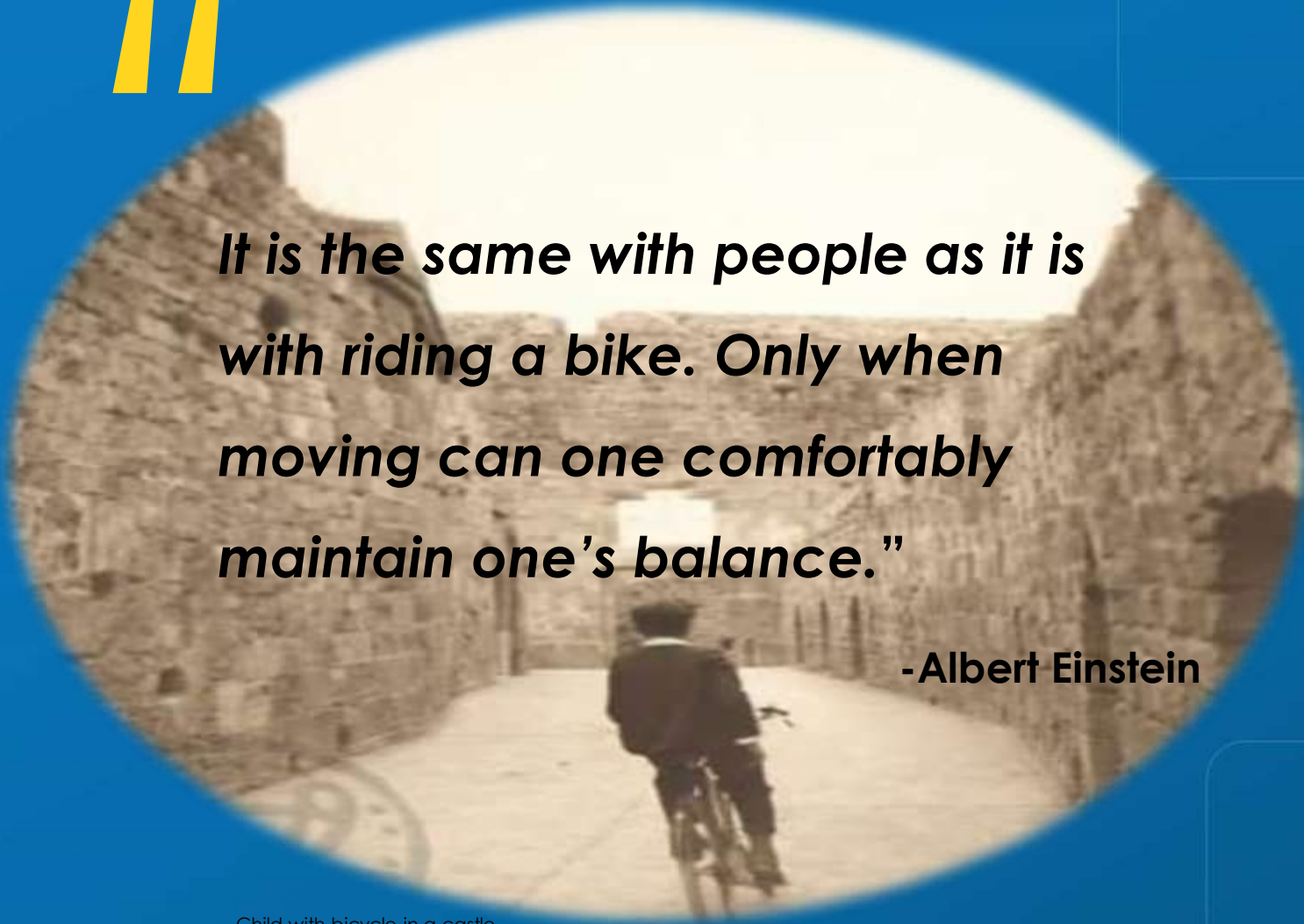
Unlocking potential: Innovative Solutions for **Special Education**

Post your one main takeaway on the "REFLECTION" wall

“

It is the same with people as it is with riding a bike. Only when moving can one comfortably maintain one's balance.”

-Albert Einstein



Child with bicycle in a castle.

Ελληνικό Λογοτεχνικό και Ιστορικό Αρχείο - Μορφωτικό Ίδρυμα Εθνικής Τραπέζης. CC BY Child with bicycle in a castle. - Hellenic Literary and Historical Archive - Cultural Foundation of the National Bank Of Greece, Greece - CC BY.

https://www.europeana.eu/item/122/https___www_searchculture_gr_aggregator_edm_ELIA_000100_22_458061

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Brussels | 11-12 December



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