

GUIDELINES FOR FOSTERING GENDER EQUALITY IN STEAM TEACHING

STEAM teachers promote gender equality in their classrooms and encourage girls' interest in STEAM education, attending to class dynamics, promoting equal learning between girls and boys, encouraging STEM experiences to maintain high interest and avoiding evaluation processes that include gender stereotypes.



USE TEACHING MATERIALS CONTAINING EXAMPLES EXALTING THE POTENTIAL OF MEN AND WOMEN

These materials should consist of examples of achievements of women and men in the same proportion, as well as examples of women scientists, engineers, artists and mathematicians.



TEACHING MATERIALS MUST FOSTER THE IDEA THAT STEAM CAREERS ARE ALSO FOR GIRLS

The materials must reflect lifestyles, jobs, and situations related to STEAM that invite girls to join them.

Actual examples of women in STEAM jobs can also improve girls' knowledge regarding their possible professional development in these areas.

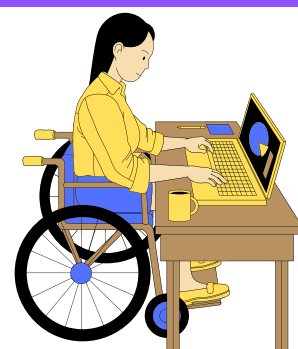


BE SURE THERE ARE ENOUGH MATERIALS, RESOURCES AND EQUIPMENT FOR ALL STUDENTS

When materials, resources, and equipment are shared, boys may monopolize them, and girls may watch. An alternative is using materials, resources and virtual equipment based on technology, information and communications.

FOSTER EQUAL PARTICIPATION OF GIRLS AND BOYS BY USING DIGITAL TEACHING TOOLS

Using digital tools in the classroom contributes to the development of the technological skills of the students, both girls and boys, breaking with the stereotype that these skills are typical of men.



TEAMS SHOULD HAVE BOYS AND GIRLS IN THE SAME PROPORTION

If this is not possible, there must be at least one girl or boy in the group.

Boys and girls should be encouraged to realize that both sexes' have science talents and to get used to working with people of the opposite sex as equals.



STIMULATE CONFIDENCE IN THE CLASSROOM SO EVERYONE CAN PARTICIPATE AND FEEL CONFIDENT WITH THEIR STEAM SKILLS

Girls' participation should be encouraged, and their self-confidence should be stimulated around their performance in STEAM subjects. Lessons must be difficult enough to stimulate learning without undermining students' confidence. The examples and exercises must be medium level so that students can solve them with a medium level of knowledge and skills.



EVALUATION PROCESSES AND TOOLS NEED TO ADDRESS BIASES RESULTING FROM GENDER STEREOTYPES

The types of assessment and the classroom's social and emotional environment affect girls' STEAM performance.

Design assessments that require applying knowledge to reality.

Carry out blind evaluations hiding students' name to avoid unconscious gender biases in the teaching staff.

