

BOOSTING STUDENTS' SELF-CONFIDENCE IN STEAM PERFORMANCE



Teachers can encourage girls' interest in STEAM education by promoting equal learning experiences and evaluations reducing gender stereotypes in STEAM.

1 Make a small dossier with lesson activities

After each one of the topics has been finished, you should hand in a small questionnaire to evaluate the students' degree of confidence after completing the topic exercises or activities.



2 The activities must be of an intermediate level

The intention is to make the students see that they can carry out those activities or exercises.

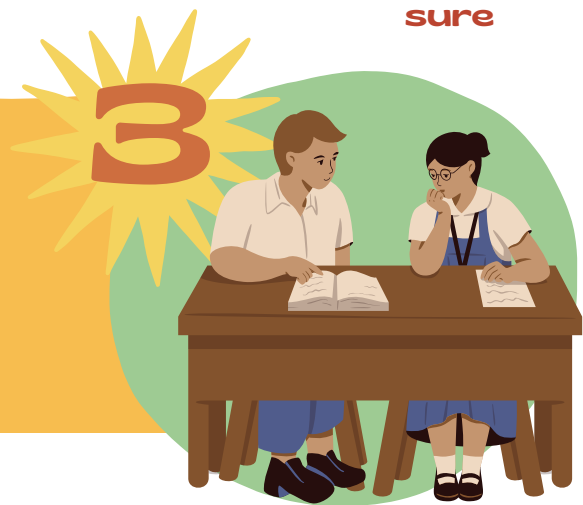
One strategy is to evaluate students' self-confidence about their STEAM performance, For example, in Math class after explaining the topic of matrices, the teacher could propose three activities on that topic, one in each class session. After each activity, students would be asked:

From 1 to 5, how sure are you of correctly solving the exercise?

1
Not very sure

5
Very sure

3 The activities will be anonymised and corrected by pairs



To evaluate the exercises, teachers should blind students' identities before. The students should be identified utilising a code. This code should be known only by the teacher and each student. After coding the identities on each exercise, a peer evaluation would be carried out among the students.

This will take pressure off the students who take the exam. On many occasions, the single fact of being evaluated causes the students to perform less because of their nervousness and stress.

4

Promote a group reflection about students' perceived confidence about their performance



After rating their self - confidence students will correct the exercise. The parts of the operation that were well carried out in the exercise should be emphasised. After, the teacher should promote a group reflection on whether their self-perception of the degree of confidence corresponds to their success in carrying out the said activity.