

SHARING INSPIRATION 2019

THE POWER OF REALIZATION



Classroom Practice: Innovating STEM Classroom Practices



28 March 2019 – Brussels

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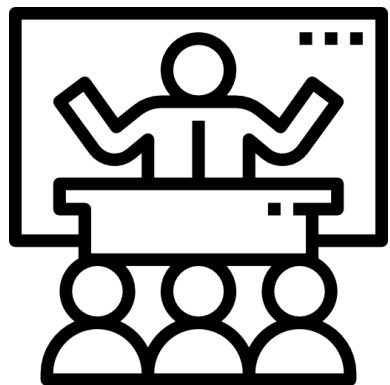


3,780 STEM teachers of students aged 10 to 19

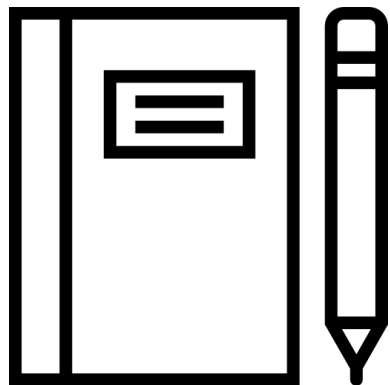


STEM Education Practices in Europe 2018

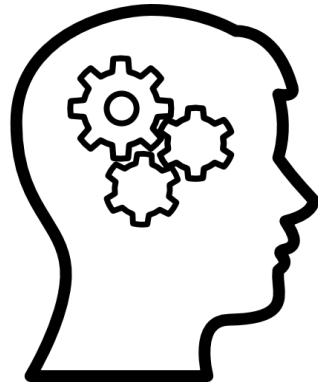
Key findings of the survey



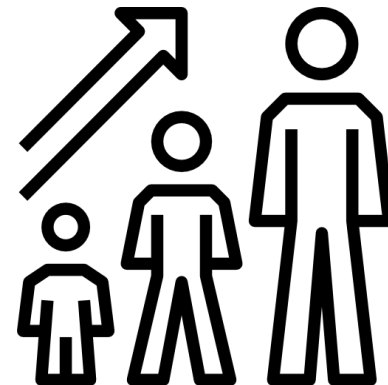
Traditional instruction remains dominant



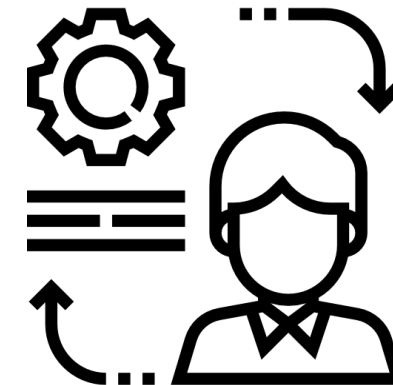
Paper-based materials are used extensively



Limited time on professional development



Experience increases innovation



There is room for collaboration with industry



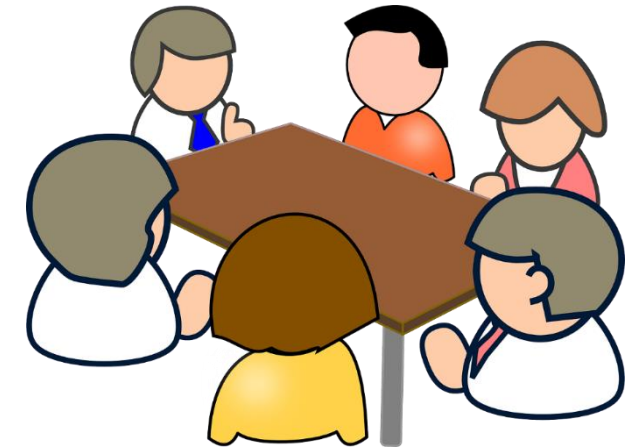
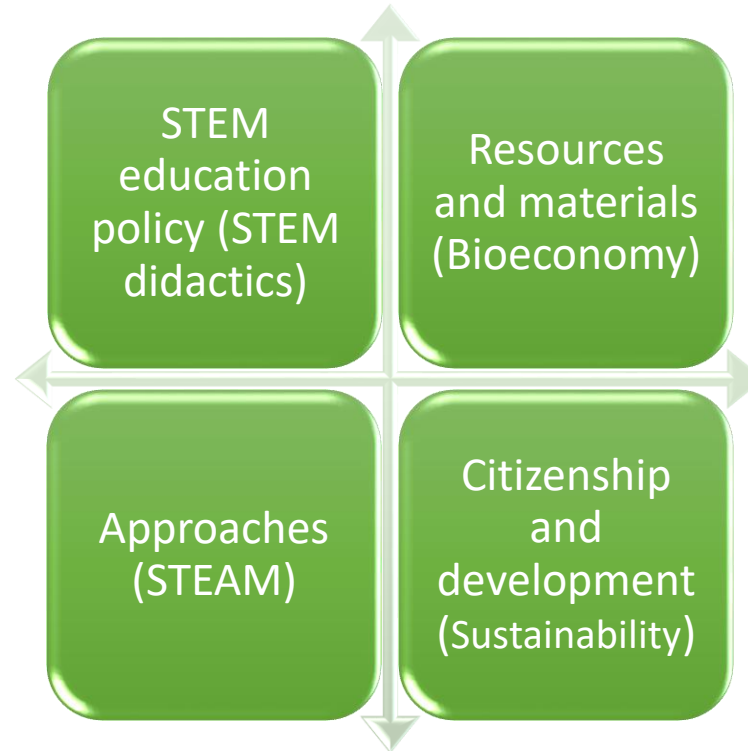
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SCIENTIX

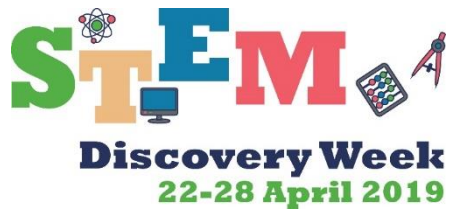
The community for science
education in Europe

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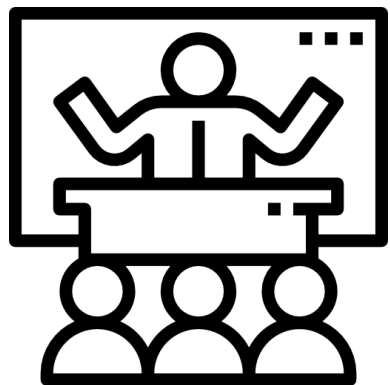


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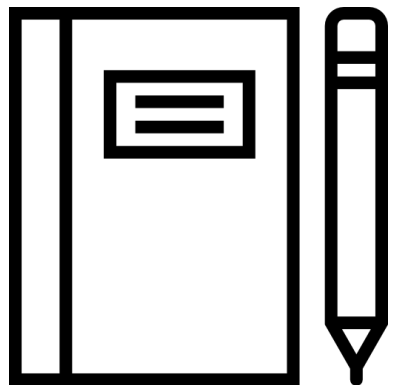


STEM Education Practices in Europe 2018

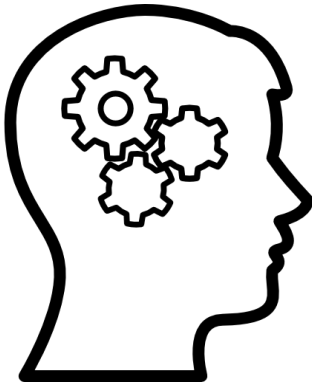
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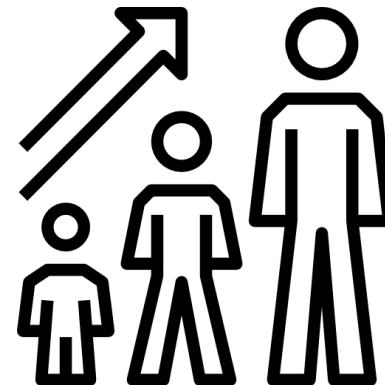
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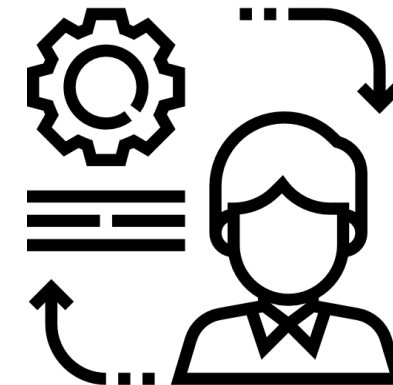
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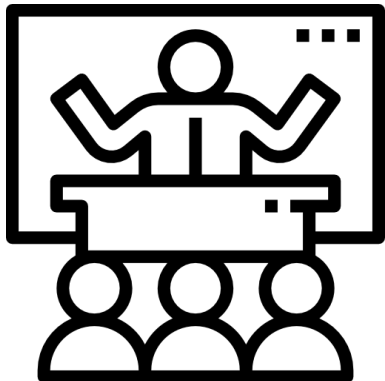
There is room for collaboration with industry



STEM Education Practices in Europe 2018

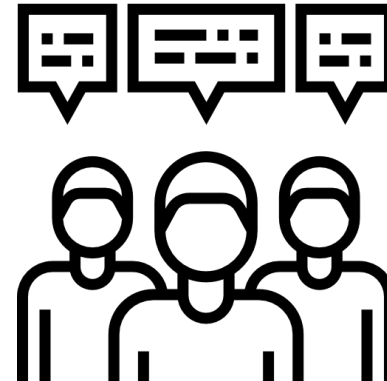
What teaching methods are STEM teachers using today?

In 3980 Science, Technology, Engineering and Mathematics (STEM) classes



79%

Traditional Direct Instruction



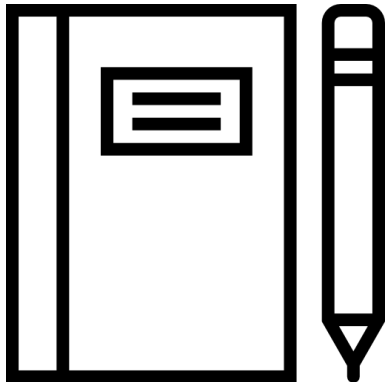
44%

Inquiry-Based Science Education

STEM Education Practices in Europe 2018

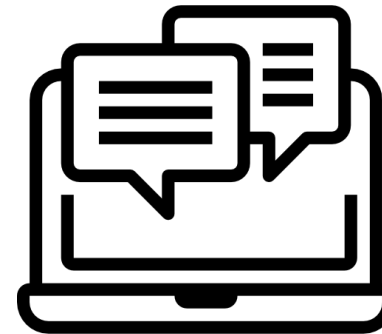
What resources do teachers use in STEM lessons today?

In 3965 Science, Technology, Engineering and Mathematics (STEM) classes



88%

Paper-based materials



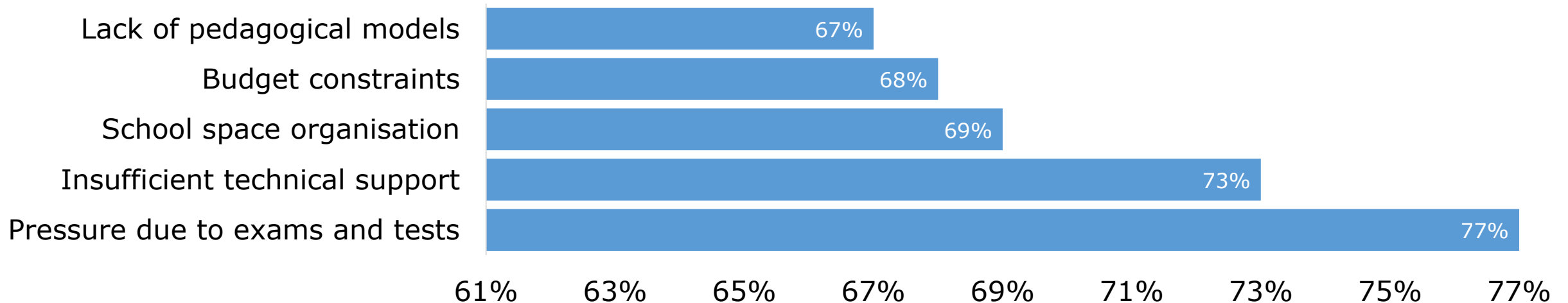
28%

Online collaborative tools

STEM Education Practices in Europe 2018

What is STEM teaching most often affected by today?

Based on 3780 responses from teachers of Science, Technology, Engineering and Mathematics (STEM)



STEM Education Practices in Europe 2018

Is the industry providing teachers with enough materials today?

Based on 3780 responses from teachers of Science, Technology, Engineering and Mathematics (STEM)

25% Use teaching materials from the industry now
↓
93% Are interested in materials from the industry

STEM Education Practices in Europe 2018

Is innovative STEM teaching supported by colleagues at schools?

Based on 3980? responses from teachers of Science, Technology, Engineering and Mathematics (STEM)



26%

■ No

74%

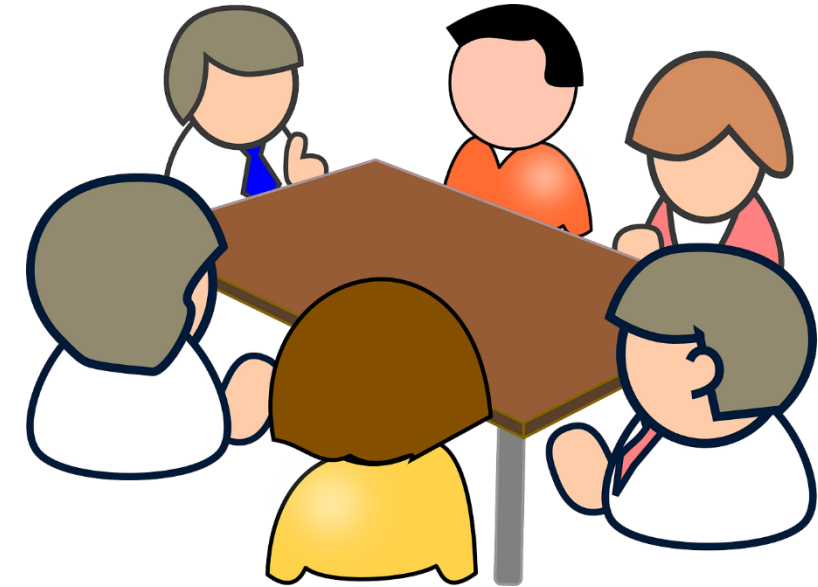
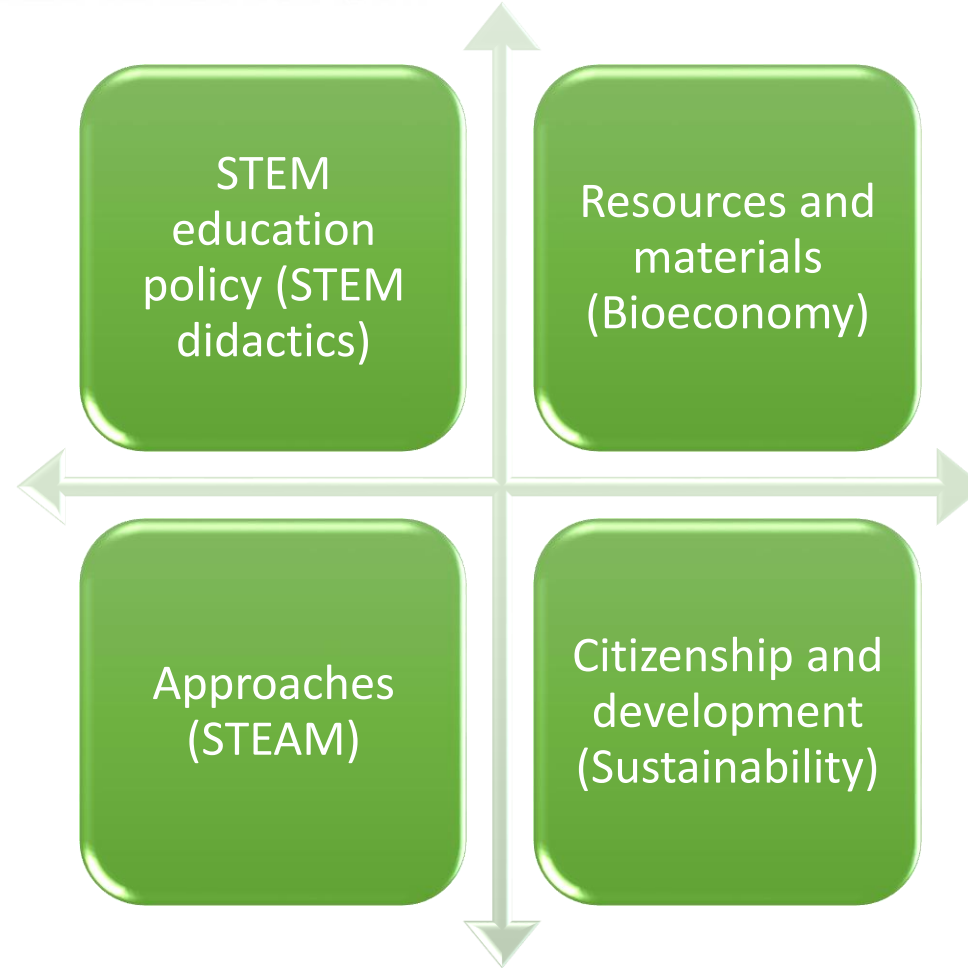
■ Yes

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