

# stem4math

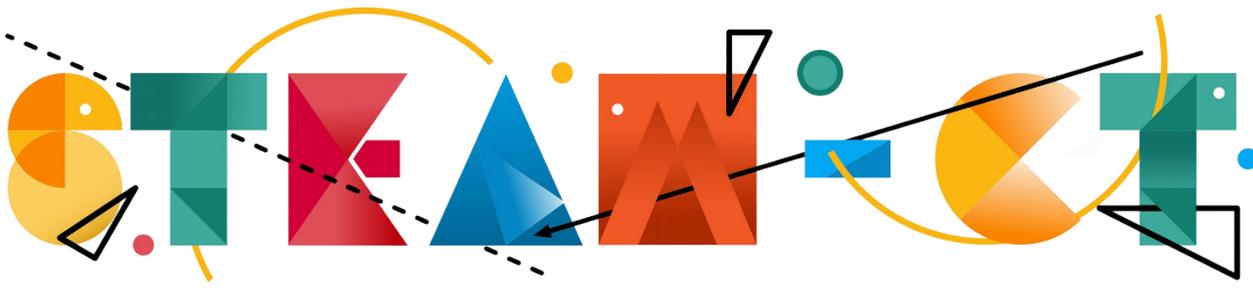


## stem4math



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- IO1 MODELO DIDÁCTICO
- IO2 INSTRUMENTO DE EVALUACIÓN
- IO3 PROPUESTAS DIDÁCTICAS
- IO4 PLATAFORMA Y CURSO ONLINE

STEAM-ICE		DESIGN EVALUATION
<b>Integration of Disciplines</b> This project allows working on curricular skills of: Experimental Science Social Science Technology & Engineering Art Mathematics		<b>Yellow level</b> The project is aligned with the curriculum of the recommended ages. There is a significant amount of work on each topic and teachers will be able, at the end of the project, to move onto new topics.
To carry out the project, the work in each discipline is: Not mentioned or marginally worked (Level 0) Can be approached independently (Level 1) You need to work on it to carry it out (Level 2) It is necessary to establish connections with other subjects (Level 3) The limits of this subject vanish and it merges with others (Level 4)		<b>Yellow level</b> The points of view and ways of working of different disciplines are integrated. The process requires the interrelation of concepts and could not be achieved if these relationships were not established. There is a clear dependence between them and requires the coordination of the teaching staff.
<b>Educational Process</b> The problem is realistic (from the children's perspective) Students explore different solutions using Project-based learning The learning process involves students actively Children discover new knowledge by themselves The motivational context is enough to get children's attention Students gain knowledge and skills solving an authentic problem The project allows students to cover part of the mandatory curriculum		<b>Yellow level</b> The starting situation makes sense and is credible to the students. The project is open to various approaches and many solutions are valid (low floor - high ceiling) In the sessions, the verbs in which the children are active (eg search, read, listen, investigate, summarize, discuss) predominate over the passive verbs (eg look, see) Explanations are balanced with questions leading to guided discovery. The content is adapted to allow autonomous learning. We can envision children engaging with the problem and making it their own. There is a balance between content (what they learn) and competence (what they do with what they learn). The project does not neglect either of the two aspects. The project can replace or complement the way part of the curriculum is taught and is not work "in addition" to the traditional way of covering each topic.

