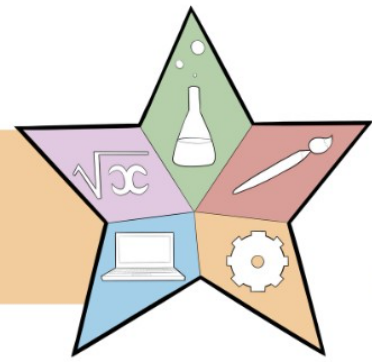


STEAM Stars Newsletter

Issue 2, April 2022



STEAM Stars is an Erasmus Plus funded project promoting the use of innovative pedagogies and digital learning tools in STEAM (Science and Technology interpreted through Engineering and the Arts) education for gifted students. As part of the project we will be creating free to access online e-learning materials for trainers, with the aim to improve the skills of educators in the areas of gifted education and also STEAM learning.

Teaching STEAM during the pandemic (Part 1)

Arts as coping mechanism in and after the pandemic:

"I believe educators everywhere not just in working with STEAM and giftedness during the pandemic need to be mindful of the level of traumatised sustained by children since 2020. All educators need to be aware that post traumatised it is normal and healthy for children to engage in what is known as partial dissociation. Adopting the strategy of including the Arts on a regular basis through STEAM education will provide gifted and regular students alike and developing habits like keeping notebooks will provide a coping mechanism for the emotional shock caused by the Covid 19 pandemic."



The Comfort Dividend: "The Comfort Dividend is a powerful strategy to apply during STEAM lessons. Bottom line if the students in your classroom are uncomfortable, they are likely in or shortly to be in a dysregulated nervous state. Dysregulated or uncomfortable students are not taking in what you are teaching them. Begin your lesson with a conscious effort to ensure your students are comfortable. Let the students, in a controlled manner, express how they could be more comfortable in your lesson and make appeasement to all reasonable requests. This might mean allowing students to swap in and out of groups as desired it could be something as simple as turning on a heater or opening a window."

(Jane McGovern, Innoquality System, Ireland)

Introducing STEAM Stars National Expert Group

Veronica McCauley, PhD (Ireland). She is a researcher and lecturer in Science Education, based in the School of Education, NUI Galway, Ireland. She holds the Vice-Chair position of NUI Galway's University Ethics Committee. Recently she was appointed as Director of the Centre of Pedagogy and Public Engagement Research, CoPPER, NUI Galway, which undertakes research and pedagogical practice in the area of engagement with a particular emphasis on sustainable community-led public communication interventions.

