



# **BLOOMING Project – Greece Report**

## **Summary**

**Partner:** Educational Association Anatolia (EAA)

**Timeframe:** July 2024 – January 2025

**Work Packages:** WP2 (Toolkit) WP3 (Storybook)

## **Testing of Educational Activities in Classrooms**

**Activity Title:** Blooming Toolkit – Stories of the Past and Present & Adapted Scientific Articles

### **Target Groups:**

- High school students (ages 14–17) – Physics classrooms & summer camp participants
- University students (BSc Biology & Chemistry majors, ACT – American College of Thessaloniki)

### **Implementation Context:**

- High school physics classrooms (regular school year)
- ACT university classrooms in science courses (Biology and Chemistry majors)
- Summer camp at the American College of Thessaloniki (*Introduction to Biotechnology and Introduction to Biological Sciences*)

## **Student Demographics**

- **High School (Anatolia College):**  
3 classrooms, 27 students each (total 81, ages 15–16)
- **ACT University:**  
25 BSc students (Biology & Chemistry majors)
- **Summer Camp:**  
24 high school students (ages 14–17, 18 girls & 6 boys) (biology & chemistry majors)
- **Visiting School (Nicosia):**  
18 students (ages 15–16)



## Content Tested

- **Blooming Toolkit activities:**
  - Stories of the past and present (role models in STEAM)
  - Adapted scientific articles authored by women in STEM
- Classroom interventions included:
  - Reading and discussing Blooming stories and articles in physics and science courses
  - Student-led reflection activities (empathy maps, story-based discussion prompts)
  - Presentation of key ideas and stereotypes identified, followed by group Q&A



## Feedback on Activities

### Student Engagement:

- High school students related strongly to the personal stories and appreciated seeing historical and contemporary female scientists connected to physics and STEM.
- University students valued the adapted scientific articles, noting their accessibility and relevance to current studies.
- Summer camp students found the combination of stories and science activities motivating, especially when linked to biotechnology and biology.

### Teacher & Professor Feedback:

- Teachers emphasized that the resources provided an engaging way to integrate gender-inclusion topics into traditional science lessons.
- Professors highlighted the potential of Blooming content to introduce broader perspectives in undergraduate science courses.
- Recommendations included expanding the set of stories and providing more visuals and discussion questions tailored to mixed-gender classrooms.



## Key Outcomes – Young Learners

Indicator	Result
% of young learners (14–17) who used BLOOMING stories/articles and felt inspired to pursue a career in STEAM	~73%
% of young learners who reported better awareness of gender stereotypes in STEM	~82%



## Outcomes of Training Activities

Indicator	Result
% of university students and professors who improved awareness of inclusive teaching practices	~75%
% of educators satisfied with the intervention activities (face-to-face & online)	~80%
% of educators who feel engaged in promoting inclusion in STEAM	88%



## Recommendations and Conclusions

- **Toolkit Improvements:** Expand resources for physics- and biotechnology-specific applications; provide additional role model stories at the university level.
- **Teacher Empowerment:** Develop lesson-integration guides for secondary and university science instructors.
- **Dissemination Focus:** Share outcomes through CTY Greece, ACT University, and Anatolia College networks to amplify impact.
- **Sustainability Strategy:** Incorporate Blooming Toolkit activities as regular interventions in high school physics and ACT undergraduate science curricula, and continue integration in summer camps.

Indicative photos



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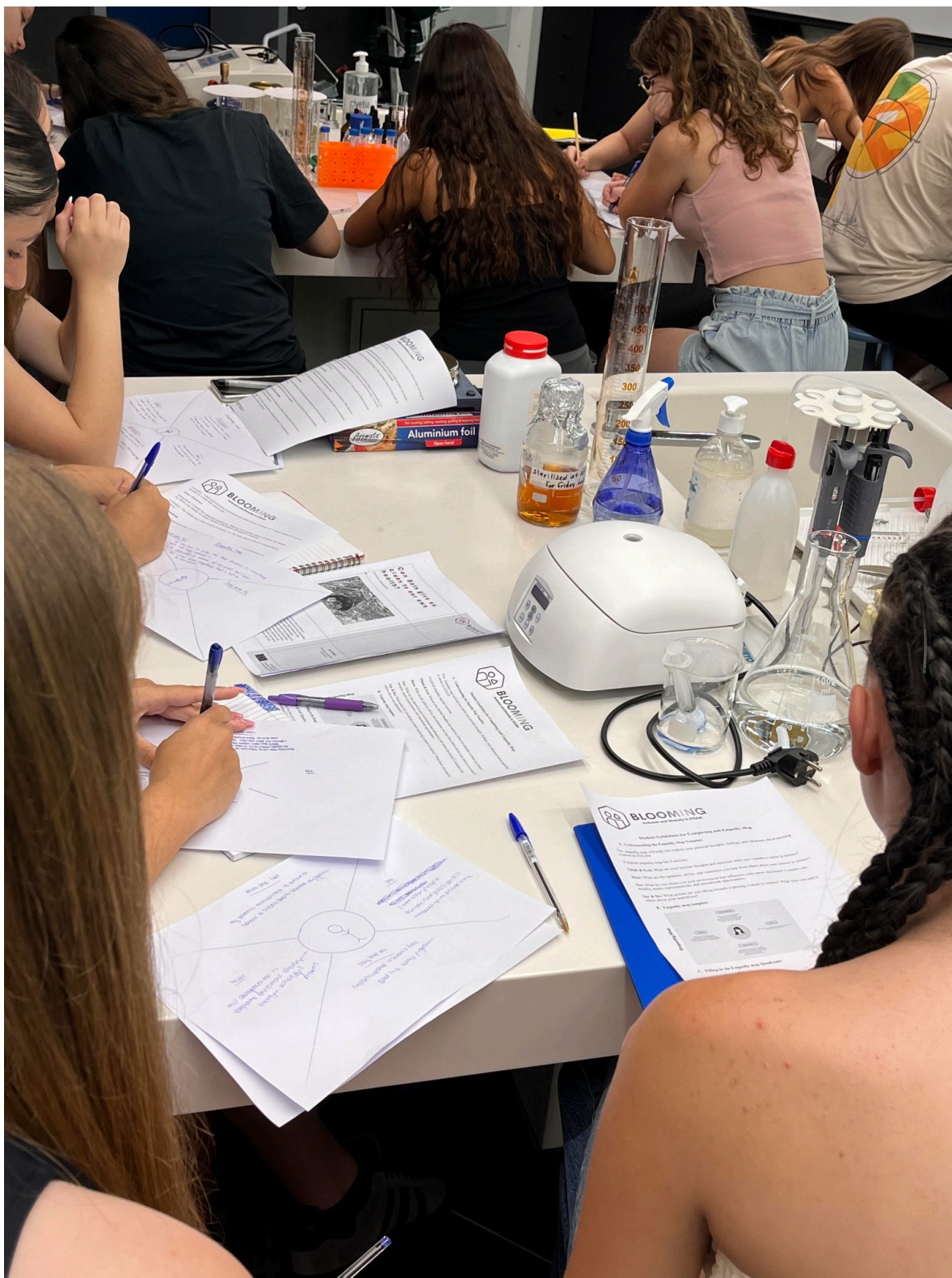


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