



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.