



BLOOMING Project – Ireland Report Summary

Partner: University College Dublin (UCD)

Timeframe: October – November 2024

Work Packages: WP2 (Toolkit) WP3 (Storybook)

Testing of Educational Activities in Classrooms

Activity Title: *STEAM Historic Figures and Scientific Articles*

Target Group: Secondary school students (ages 14–16)

Schools Involved:

- Holy Child Killiney (All girls)
- Dominican College Sion Hill (All girls)

Implementation Context:

- Transition Year STEAM Class
- 2nd Year Digital Literacy Class
- Transition Year Chemistry Class

Student Demographics:

- Total students: 66 (100% girls)
 - 15 students (16 years)
 - 26 students (14 years)
 - 25 students (15–16 years)

Content Tested:

- Activities based on historic women in STEAM (e.g., Rosalind Franklin)
- Empathy maps and interviews with women in science
- Adapted STEAM scientific articles written by leading women in STEM



Feedback on Scientific Articles & Classroom Activities

- **Student Engagement:** Strong interest in personal stories and scientific journeys of female role models. Empathy map activities were especially popular.
- **Teacher Feedback:** High educational value in the adapted scientific articles. However, improvements are recommended in:
 - Translation accuracy
 - Visual presentation (more photos, posters, videos)
 - Availability of editable resources (e.g., worksheets in Word)

Key Outcomes – Young Learners

Indicator	Result
% of young learners (14+) who used BLOOMING stories and felt inspired to pursue a career in STEAM	74%

This result highlights the positive influence of relatable role models and inclusive teaching methods in inspiring students' future aspirations.

Outcomes of Training Activities

Indicator	Result
% of educators and graduate students who improved their teaching skills to promote inclusion in STEAM (14+)	~78%
% of educators and graduate students satisfied with training activities (face-to-face & online)	~75%
% of educators who feel engaged in promoting inclusion in STEAM	90%

Teachers expressed high engagement with the BLOOMING content and acknowledged its potential to reshape classroom dynamics in favour of inclusion and gender equality.

- Participants acknowledged the relevance of the toolkit to classroom inclusion goals.
- Teachers appreciated the gender-sensitive and diversity-focused approach of the content.
- Suggestions were made to include examples applicable to mixed-gender classrooms and more interactive digital materials.

Recommendations and Conclusions

- **Toolkit Improvements:** Address translation inconsistencies, enhance visual appeal, and increase interactivity.
- **Teacher Empowerment:** Provide editable teaching resources and structured mentoring support.
- **Dissemination Focus:** Encourage participation in local events, share outcomes on social media, and engage policy makers.
- **Sustainability Strategy:** Promote ongoing training via webinars and develop national-level partnerships with schools and education authorities.