



IV Congrés d'Educació Inclusiva

La inclusió des de les distintes àrees i matèries:
un ventall d'oportunitats

Educación STEAM y ABP para la inclusión

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¿Incluir... o no excluir?

al ámbito lector. A nivel mundial se estima una prevalencia entre 5% - 15% dependiendo de la lengua, y en España, la incidencia en educación primaria y secundaria se sitúa entre 5%-10% (American Psychiatric Association, 2013, Arrigas-Pallarés 2009).

“Students of low socioeconomic status are almost 6 times more likely to underachieve than students of high socioeconomic status”

SALUD MENTAL

Las autolesiones en adolescentes se disparan: hasta el 45% admite haberse cortado alguna vez

¿SOLO HAY 27.747 ALUMNOS DE AACC EN ESPAÑA?

“Despite outperforming boys in digital skills during compulsory education, relatively few women choose to pursue studies and careers in ICT related fields”

a nivel mundial entre un 3% y un 6% de la población (Price & Ansari, 2013). A pesar de su elevada incidencia, ha recibido menos atención que la dislexia por parte de la comunidad científica, con respecto a los estudios del trastorno de lectura de 1 a 14 (Gersten, Clarke & Mazzocco, 2007). Según

“Early school leaving is nine times more likely among young people whose parents have a low level of education”





Manipular

En equipo

Sin Libros

Investigar

Activo



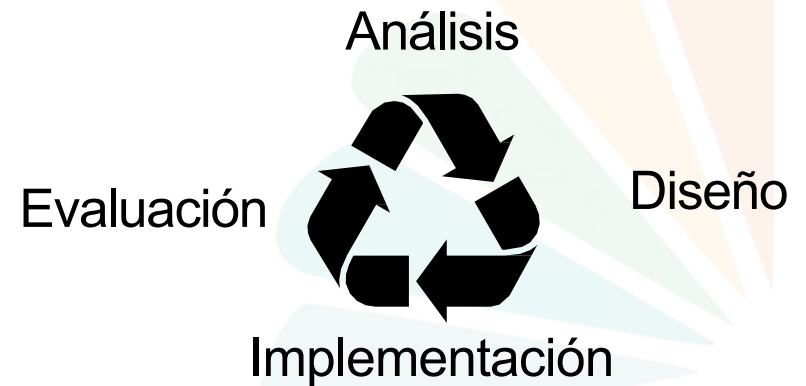
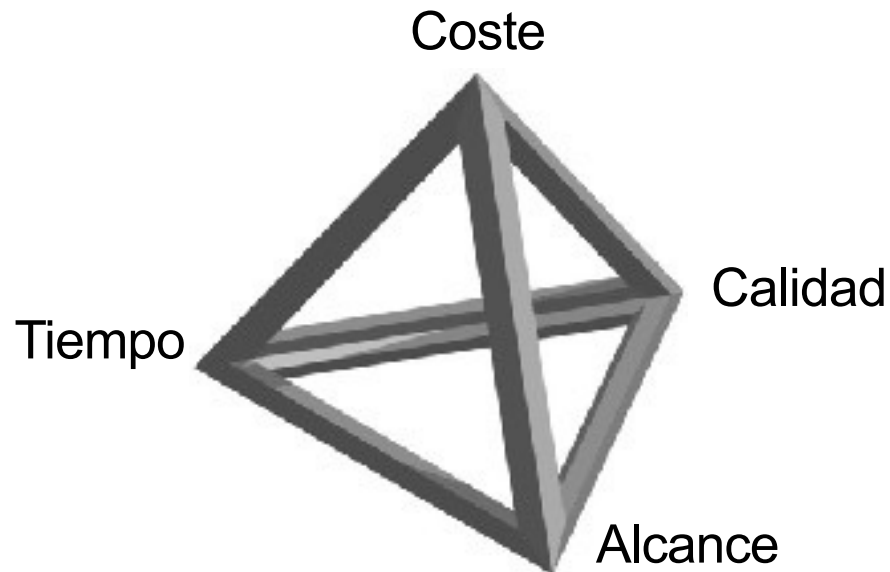
DALL·E



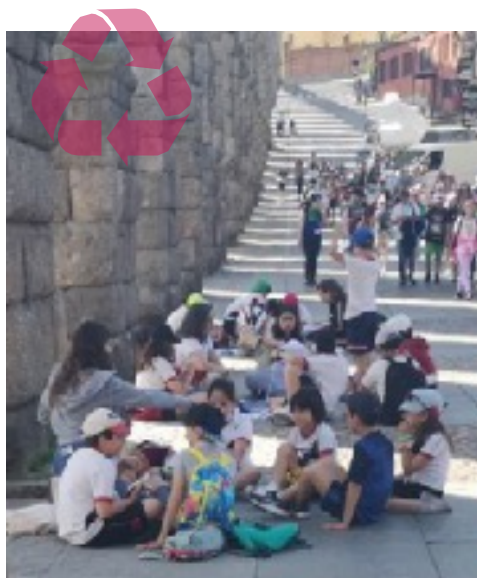
La docencia como proyecto

“Un proyecto es un conjunto único de procesos que consta de actividades coordinadas y controladas, con fechas de inicio y fin, que se llevan a cabo para lograr unos objetivos.”

Norma ISO 21500

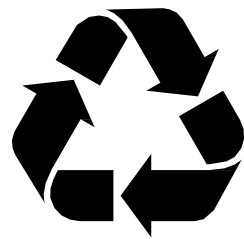


Aprendizaje Basado en Proyectos (de futuros docentes)



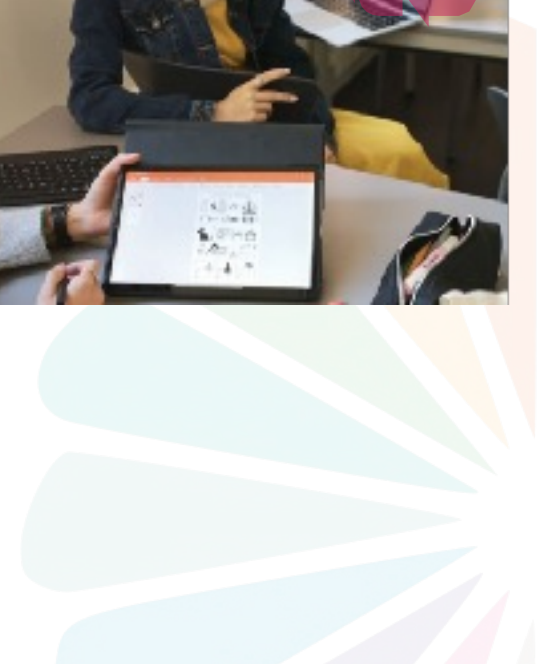
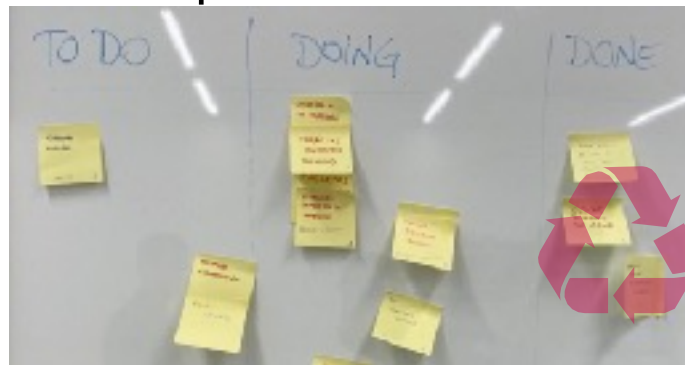
Análisis

Evaluación



Diseño

Implementación



Aprendizaje Basado en Proyectos

contexto real y relevante

investigación

centrado en el estudiante

trabajo colaborativo

autonomía y responsabilidad

materiales y tecnología

resolución de problemas

retroalimentación constante

participación activa

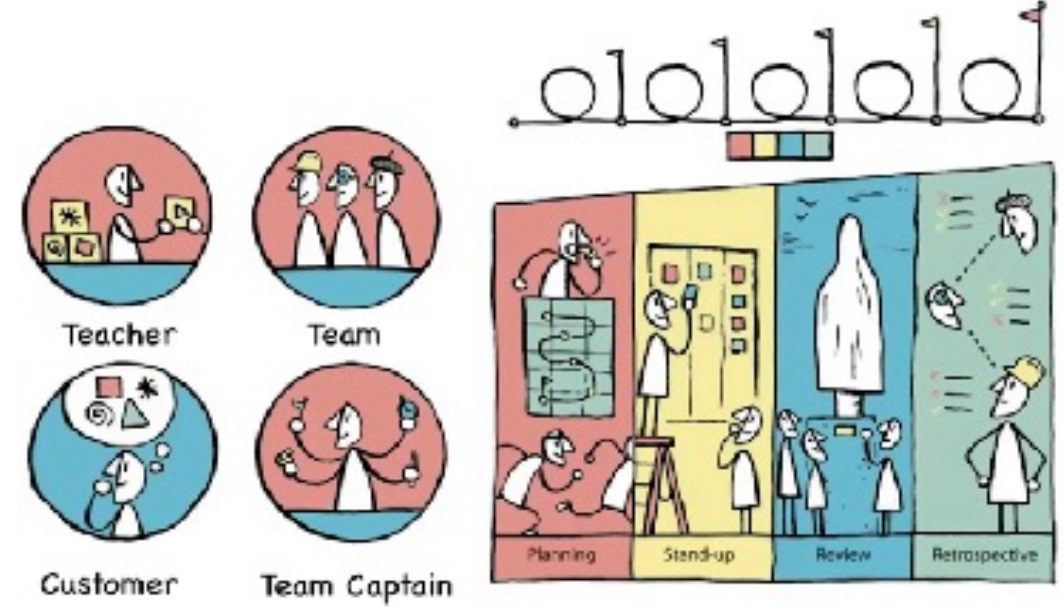
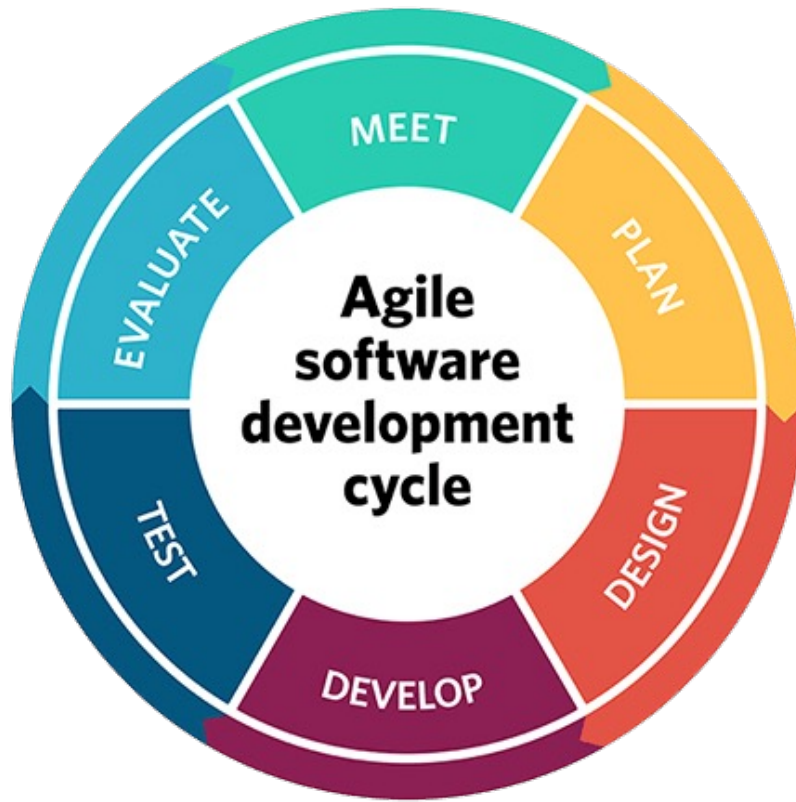
conocimientos y habilidades



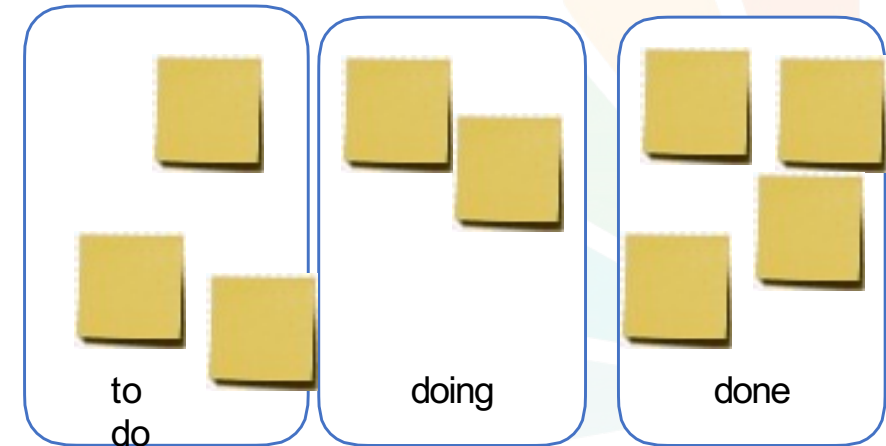
 DALL-E



Herramientas



Tablero Kanban



MENTALIDAD ÁGIL

Mentalidad

Mentalidad de equipo

Autodirigido

Mentalidad de crecimiento

Sentido de Trascendencia

Valores

Seguridad

Propósito

Libertad

Propiedad

Disfrute

Principios

Compromiso

Comunicación

Mejora continua

Colaboración

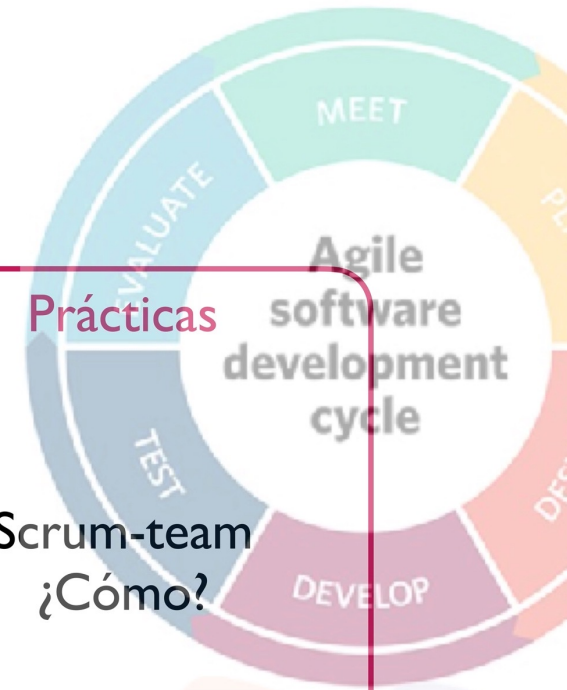
Concentración

Multidisciplinariedad

Prácticas

Scrum-team
¿Cómo?

Propietario del producto
(Profesor)
¿Qué?
¿Por qué?



A hand is shown dropping a coin into a glass jar that is already filled with several other coins. The jar is the central focus of the image. Surrounding the jar are five blue speech bubbles, each containing a term related to STEM education. The background is a light, neutral color with some faint, abstract shapes.

Ciencia

STEM

STEAM

Robótica

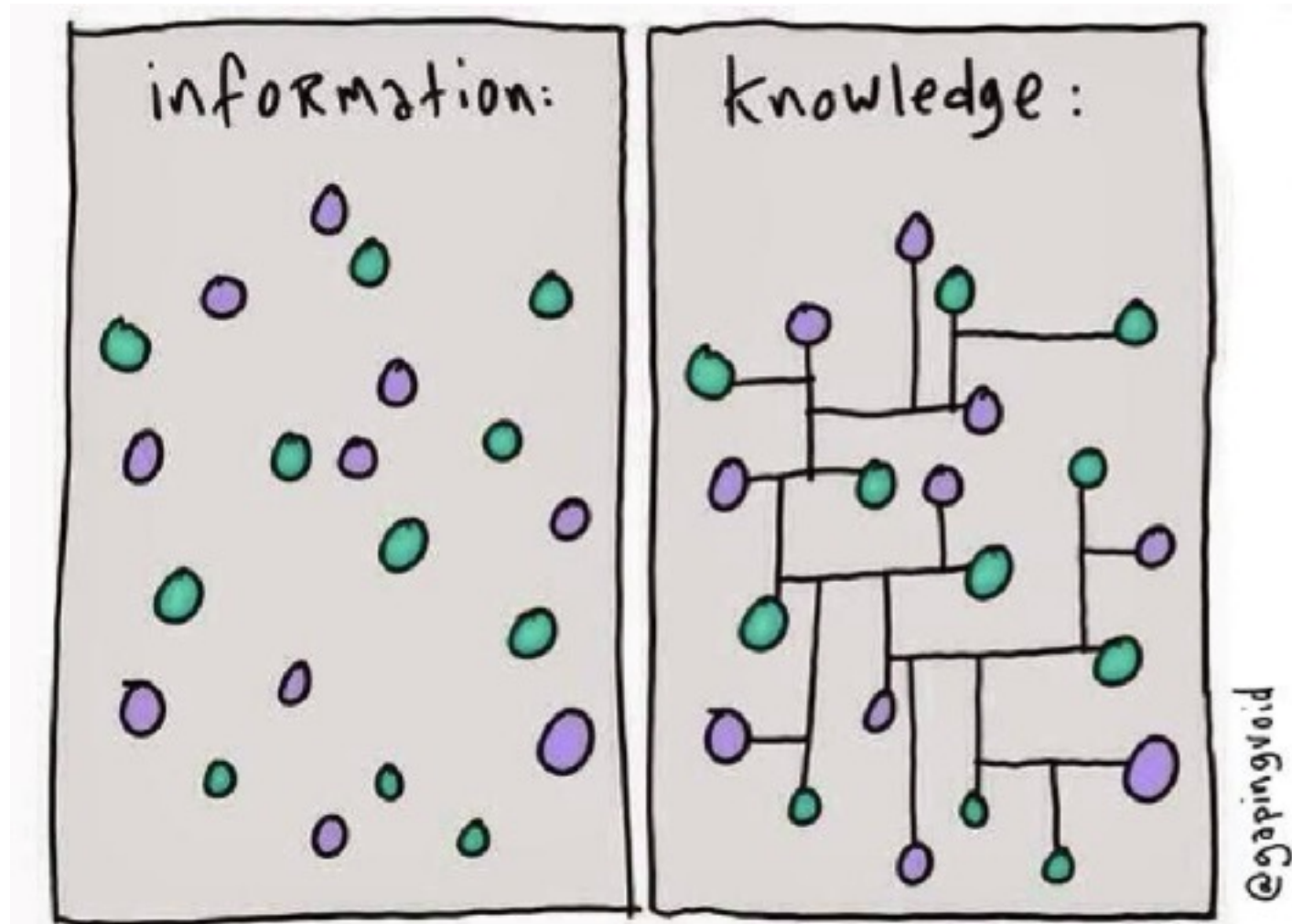
Tecnología



DALL-E

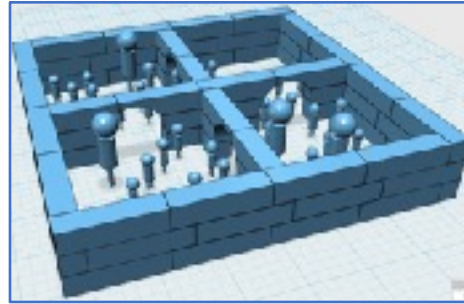


Educación STEAM

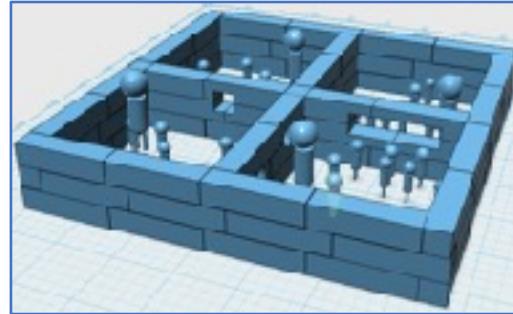


Educación STEAM

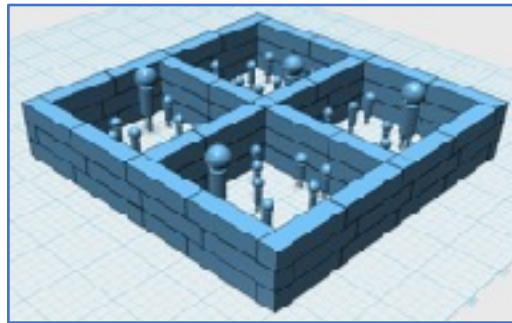
Interdisciplinariedad



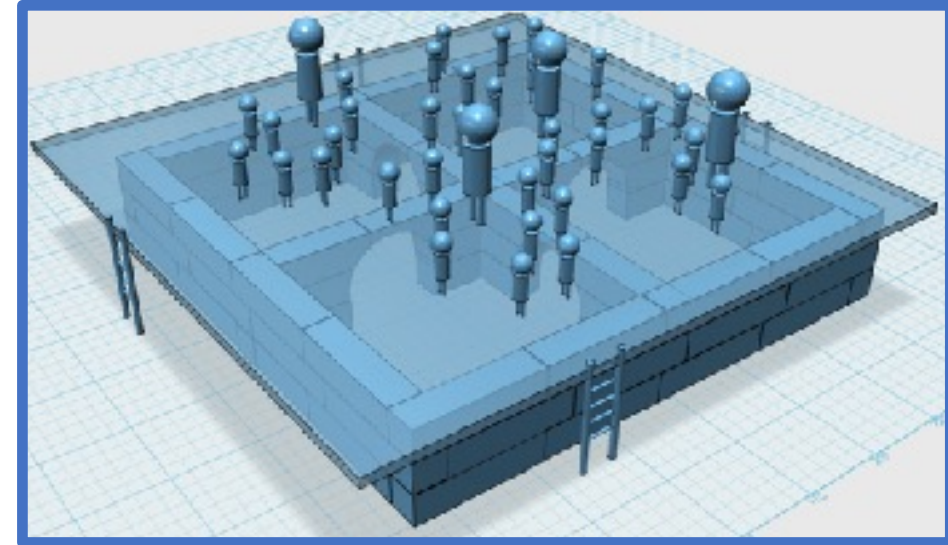
Multidisciplinariedad



Yuxtaposición



Transdisciplinariedad



Educación STEAM





Mentalidad

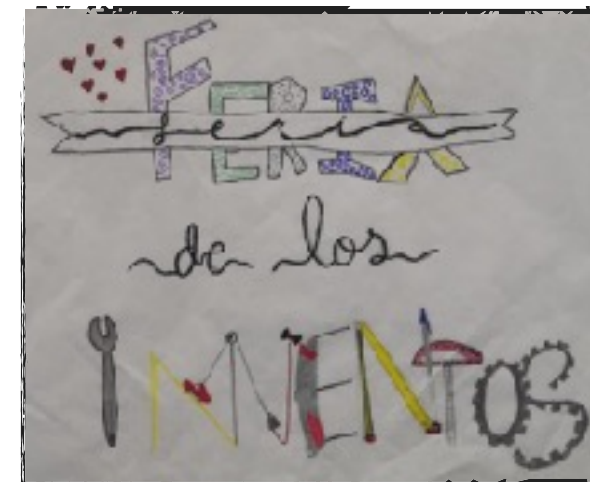
Mentalidad de equipo

Autodirigido

Mentalidad de crecimiento

Sentido de Trascendencia





Valores

Seguridad

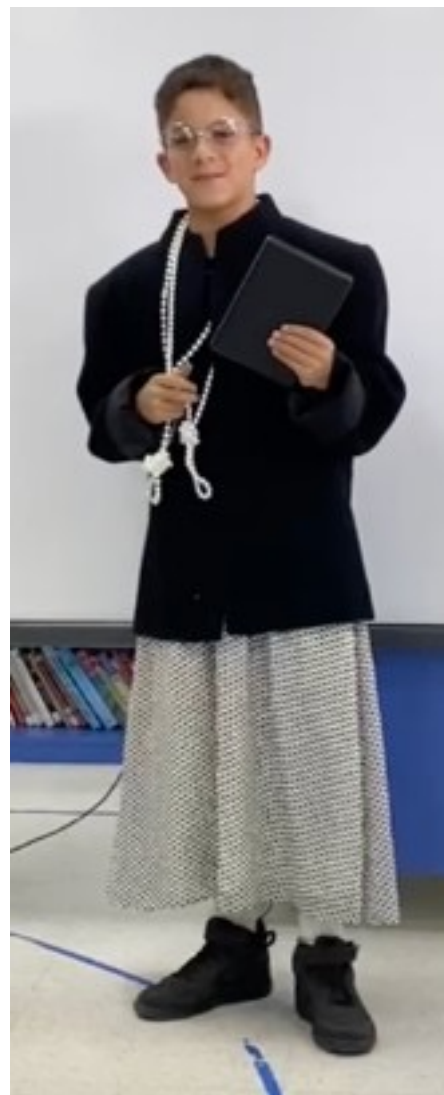
Propósito

Libertad

Propiedad

Disfrute





Ángela Ruíz Robles





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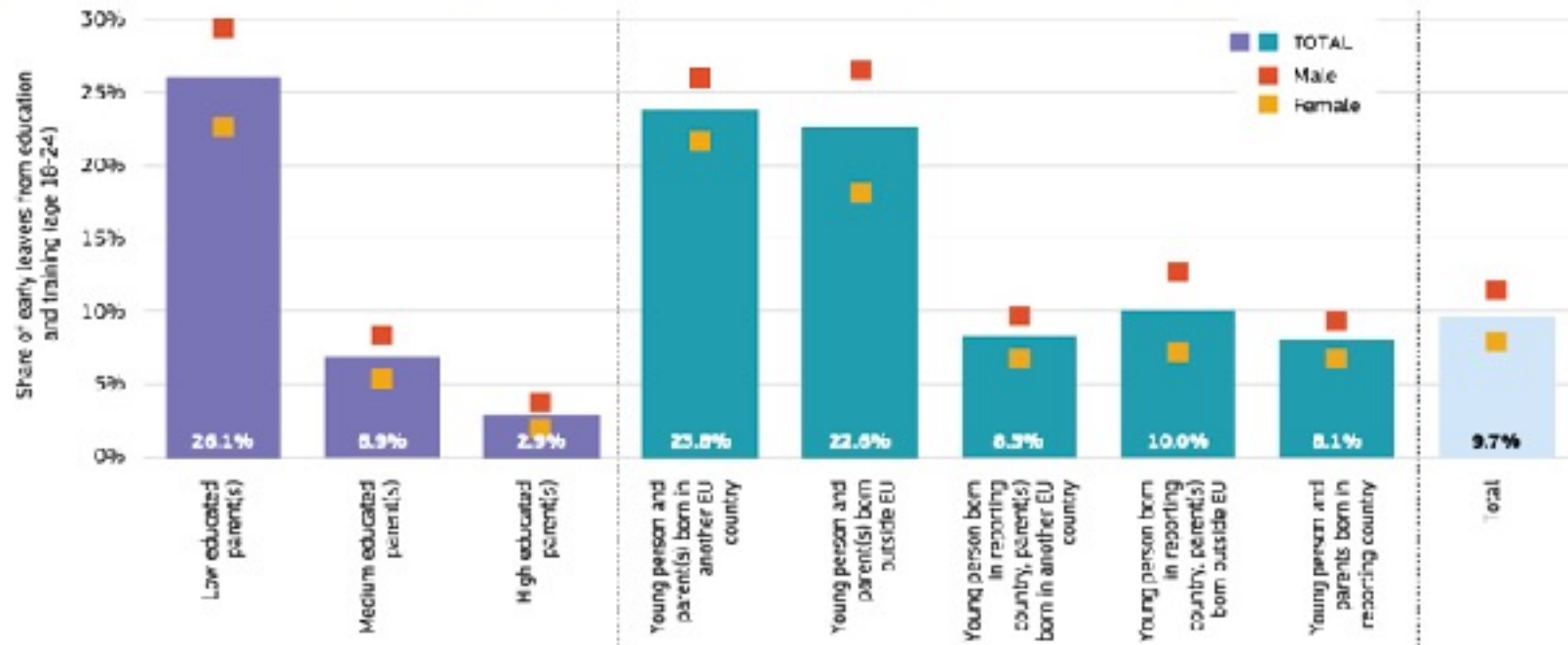
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Figure 10. New evidence sheds light on parental education and parental country of birth



Source: Eurostat (EU Labour Force Survey 2021 ad hoc module for parental education and EU Labour Force Survey 2021 for parental country of birth and total).

[Download data](#) [Monitor Toolbox](#)

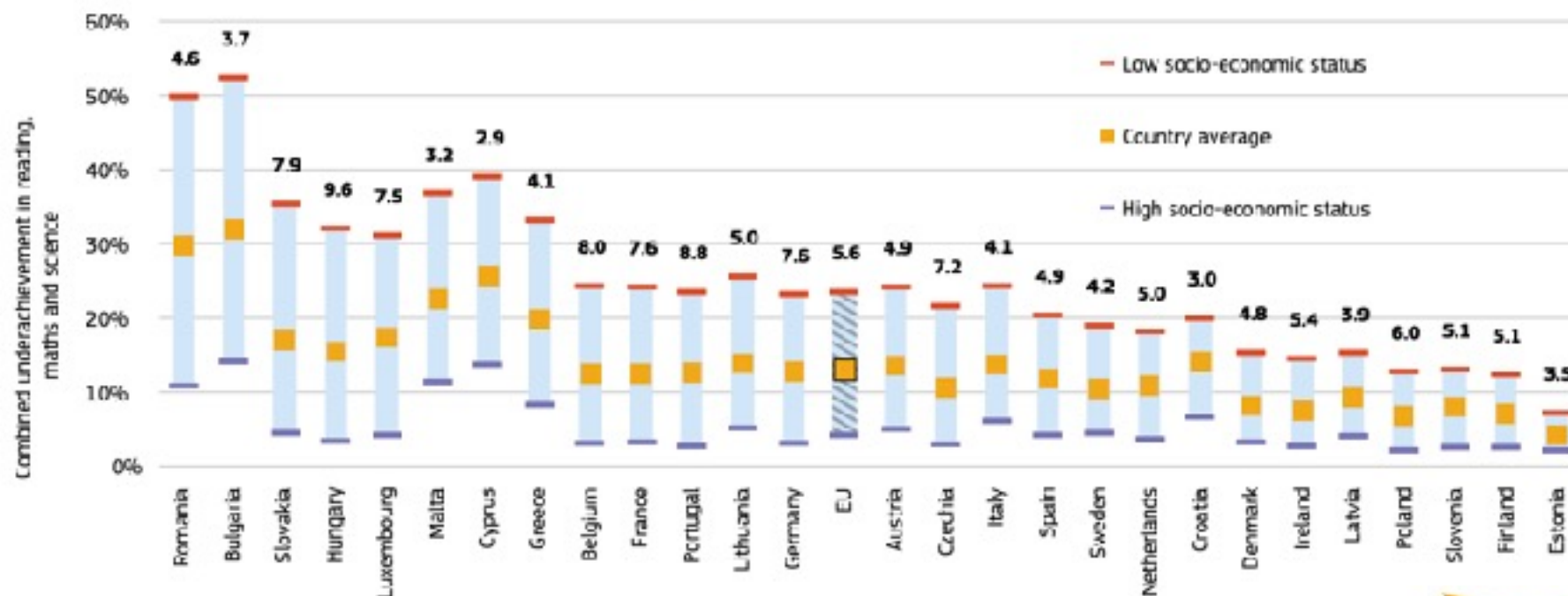
Note: parental education denotes the highest level of education successfully completed between the father and the mother of the respondent; low reliability for female born in the reporting country with parent(s) born outside the EU.



“Early school leaving is nine times more likely among young people whose parents have a low level of education.”



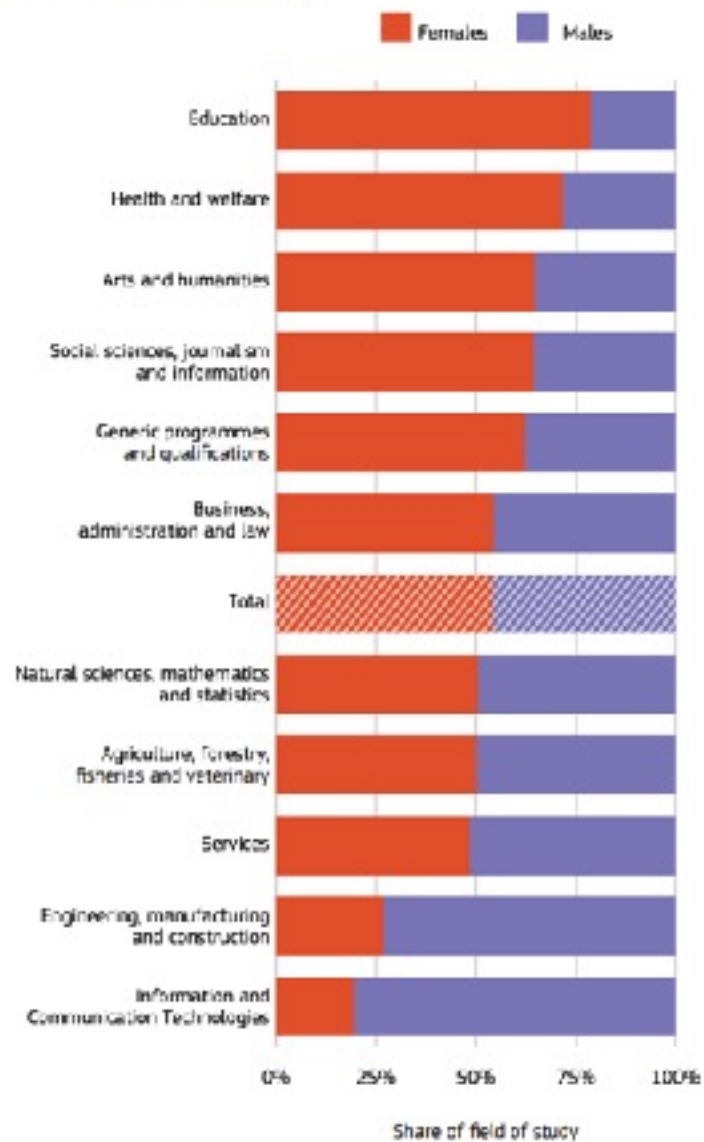
Figure 1. Educational underperformance is coupled with socio-economic status



Source: European Commission (Joint Research Centre) calculations based on OECD's PISA 2018 data. [Download data](#) [Monitor Toolbox](#)
 Note: countries are shown in descending order according to the percentage point difference between the lowest and highest quarters of socio-economic status of average underachievement in reading, maths and science (combined). Figures on top of each bar denote the ratio between the two values.

“Students of low socioeconomic status are almost 6 times more likely to underachieve than students of high socioeconomic status”.

Figure 19. There are strong gender disparities across fields of study



Source: Eurostat (UOE 2020). [Download data](#) [Monitor Toolbox](#)
Note: the indicator covers students enrolled in tertiary education.



“Despite outperforming boys in digital skills during compulsory education, relatively few women choose to pursue studies and careers in ICT related fields.”