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Strengthening of scientific skills from the STEM approach in fifth grade

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This article shows the results of a Challenge-Based Learning (CBL) strategy articulated with the STEM approach. It was developed with fifth-grade students from an educational institution in Chía-Colombia, carried out in four phases: observation, application, characterization, and evaluation, from a qualitative approach. The results show that 22% of the students were at a “no category” level in STEM skills. The processes of observation, questioning, and hypothesizing were also strengthened. Additionally, an institutional characterization of the STEM approach was performed, demonstrating that the institution scored 2.3 on this approach.

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Hybrid from my own country (later in the conference day, best for Americas)

Target education level

University

Category

Formal Education

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