



# I SEE

Bridging futures thinking to science education



## Key recommendations from the I SEE project for making science teaching and learning relevant to students' futures and STEM careers

### > Policymakers should...

**Prioritize** future-oriented scientific issues in curricula.

**Allocate** resources for schools to work with STEM experts who can inspire students as role models and expose them to authentic scientific practice.

**Include** future-scaffolding skills in science curricula to build students' capacity for imagination, adaptation, innovation, action competence and ethical leadership.

### > ...so schools and teachers can...

**Address** the tension learners feel about the future and about science and technology's role in the future.

**Engage** students emotionally in aspiring towards a dream future for themselves and society.

**Address** the perceived irrelevance of science learning for future careers by presenting STEM tools and fields as part of the solutions to future challenges.

**Expose** students to outside experts as role models and relate their STEM career paths to the students on a personal level.

**Give** students opportunities to influence what and how they learn, and allow for multiple ways of participating in learning.

**Make** the value of diversity explicit and design activities where students' cultural, socio-economic and academic diversity is an important contribution.

### > ...so students will...

**Become** co-investigators into the most future-relevant science topics, and see the kinds of STEM careers that are needed in these fields.

**Expand** their thinking about the future as one of many possible scenarios.

**Apply** STEM competences and futures perspectives to designing and planning a desirable future scenario.

**Relate** possible future scenarios to present actions.

**Realize** the diversity society needs for a desirable future.

**Aspire** towards STEM careers.

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