

MITIGATING THE MATILDA EFFECT ON BEATRIZ FAINHOLC: TRIPLE E MODEL FRAMEWORK

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ABSTRACT

This paper examines Beatriz Fainholc's research and the relevance of the Triple E Model Framework in lesson design and technology integration to enhance learning outcomes. It acknowledges that the accurate measure of success in education lies in enabling every child to fulfill their potential, emphasizing the need for an inclusive learning environment where all students can thrive intellectually and emotionally. Central to this endeavour is addressing the Matilda Effect and other biases that may hinder the recognition and advancement of marginalized individuals in education and beyond. Cultivating students' curiosity and resilience, regardless of their backgrounds, is essential for creating a conducive learning atmosphere, and providing necessary support systems and resources. Thus, educational institutions and policymakers need to prioritize the accommodation of diverse learning needs, aid students facing challenges, and foster a sense of belonging and inclusion within the school community. By integrating Fainholc's research and the Triple E framework into lesson planning and educational policies, educators can create dynamic and inclusive learning environments conducive to facilitating the holistic development of every student, while actively combating biases, such as the Matilda Effect.

Keywords: Beatriz Fainholc, Information technology (IT), Matilda Effect, STEM, Triple E Framework