



A three-year journey

An overview of the research on the stem.T4L Project

BACKGROUND

Since the start of the stem.T4L Project, ongoing research has been carried out to measure the impact and effectiveness of the program in diverse NSW school settings. Research outputs include:



8 reports



2 literature reviews



3 podcast episodes

METHODOLOGY

Mixed-methods approach:

- baseline and follow-up surveys
- focus group interviews
- social media analysis
- school case studies

RESPONSES

Term-based baseline and follow-up online surveys, from approximately:



10,000 students



3,000 teachers

Long term benefits and impacts of the stem.T4L Project

Top 4 factors contributing to the impact of stem.T4L



stem.T4L PL

Learning Library,
Face-to-face support,
Online webinars,
How-to videos



School Climate

Supportive staff and leadership group, Time of the year, Collaboration amongst teachers



Self

Prior knowledge/experiences, Digital literacy and confidence with using technology, Passion/eagerness to utilise STEM technology



Student Participation

Students' background knowledge, Student engagement, Motivation for learning/working with technology

Long term impacts of the stem.T4L



stem.T4L encouraged

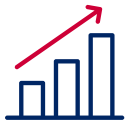
45%

of schools to purchase a stem.T4L kit after the trial



90%

of students' confidence in using STEM technology increased



92%

of teachers believed stem.T4L had created sustained growth in their student's overall interest in STEM.



89%

of teachers feel more comfortable using STEM technology

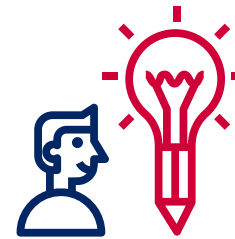


71%

of teachers still participate in stem.T4L PL opportunities

Data Source: Survey | 151 Teachers | 137 Schools | 85% Primary Teachers

Long term benefits of stem.T4L for schools



Enhanced 21st century skills

Increased STEM development



Links with syllabus outcomes

Free trial of STEM technology

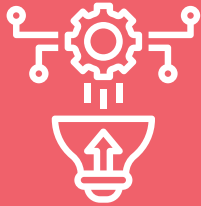


Data Source: 137 schools took the survey 6 months after the trial



Research data illustrates the implementation of stem.T4L technology **transforms classroom dynamics...**

...and creates a much-needed **boost in confidence** within teachers and students;



...enabling them to explore and **advance their technological capabilities...**

...and apply **increased innovations** in the ways STEM is taught and learned.

