Partner Universities

LA TROBE UNIVERSITY

SWINBURNE UNIVERSITY OF TECHNOLOGY

THE UNIVERSITY OF MELBOURNE

RMIT UNIVERSITY

Board Members

Dr Alan Finkel AM	In2science Patron, Australia's Chief Scientist
The Hon Professor John Brumby	Chair
Dr Damian Spencer	La Trobe University
Associate Professor Deborah King	The University of Melbourne
Mr Nick Besley	RMIT University
Associate Professor Chris Fluke	Swinburne University of Technology
Ms Soula Bennett	Quantum Victoria
Ms Kate Parker	Department of Education and Training, Victoria
Professor Bob Williamson AO	Australian Academy of Science
Dr Peter Binks	The General Sir John Monash Foundation
Dr Les Trudzik	ACIL Allen Consulting

Funding

This project is funded by:

The Australian Government Department of Education and Training through the Australian Maths and Science Partnerships Programme

The Victorian Government through the Student Mentoring Grants Program

VICTORIA State Government

In2science Program Director • in2science@latrobe.edu.au • T +61 (0)3 9479 2523

In2science

science peer mentoring in schools

"THE MENTOR MUST HAVE INSTILLED SOMETHING IN THE STUDENTS THAT IS VERY RARE AND HARD TO ACHIEVE IN A SECONDARY COLLEGE, INTRINSIC MOTIVATION."

– KYLIE LAMBERT, SCIENCE TEACHER AT MAFFRA SECONDARY COLLEGE

www.in2science.org.au

"STUDENTS BECAME MORE ENGAGED WITH THE WORK WHEN WE WORKED TOGETHER"
– Selda Ekri, In2science mentor

About us

In2science is an innovative program which increases student engagement in maths and science by placing volunteer university students as peer mentors in year 8 and 9 classes.

In2science was established in 2004 and extended in 2015 with support from the Australian Government Department of Education and Training. In2science eMentoring was further extended in 2016 via funding from the Victorian Department of Education and Training.

In2science is a La Trobe University led collaboration with The University of Melbourne, RMIT University and Swinburne University of Technology.

2016 mentor placements

Program Aims

- Increase engagement in science and maths
- Improve student outcomes in science and maths
- Increase numbers of school students undertaking maths and science subjects to year 12 and beyond
- Foster links between universities and schools

"IN THIS CLASS I REALLY FEEL LIKE I'VE SHOWN THE KIDS WHAT ENGINEERING MEANS"
– Alexander Newsome, In2science mentor

How does the program work in schools?

In2science mentors are placed in secondary school science or maths classes for a 10 week period. Working with the classroom teacher, the mentors help students, share their own experiences and motivations for studying at university, and relate school work to real-world examples. In2science has two delivery methods:

- In-class Mentoring: mentors attend the class in person and help the students with their learning in a small group or whole class setting
- eMentoring: an innovative online mentoring program that connects secondary school students in regional Victoria with eMentors over an interactive platform

"THE MENTOR DIDN'T GIVE ME THE ANSWERS BUT HELPED ME WORK THROUGH ALL THE PROBLEMS"
– Year 8 maths student

	2016	Total since 2004
Partner schools	45	140
Mentor placements	221	1,929
Students	4,350	54,200*

*based on an average of 22 students per class

Benefits of In2science

Students experience

- positive role models in science and maths
- encouragement to study science and maths to year 12 and beyond
- additional support with learning and more individual attention

Mentors develop

- communication and interpersonal skills
- experience teaching and consider it as a vocational pathway
- professional skills
- personal satisfaction as volunteers

Teachers gain

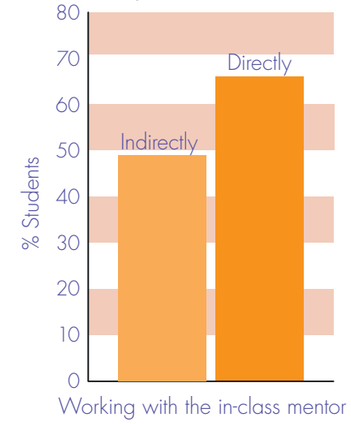
- free classroom assistance and support
- access to current knowledge in science, engineering and mathematics
- understanding of university courses and links with universities

Universities achieve

- improved educational outcomes for their graduates
- strengthened relationships with schools

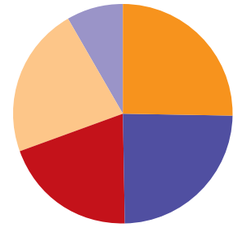
"THE MENTOR SHOWED ME THAT SCIENCE IS USED IN MANY JOBS."
– Year 9 science student

Students ability to solve a science or maths problem on their own



97% of mentors feel they've helped students better understand their work

Value gained according to teachers



- Improved student engagement and outcomes
- Mentor being a good STEM role model
- Extra pair of eyes and hands
- Mentors specialist subject knowledge
- No noticeable difference

In-class perspective

"Nicola was a fantastic asset to my maths class. She helped so many students stay on track, or excel further than they had before while studying maths. She was really engaging, friendly and knowledgeable and always took the initiative to be involved in the classroom activities." – Sarah Forbes, Mill Park Secondary College teacher

"Nick fit the brief of a perfect mentor for a challenging Year 9 class. He worked in a class in which students do not often trust new adults quickly. After a few weeks it was inspirational to hear calls of "Nick?" "Nick!" coming from all corners of the room as students wanted help from him." – Kathryn Sobey, Auburn High School teacher

eMentoring perspective

"The students were unaware of the opportunities available to them for further study after school… Jessie has been an excellent role model for these girls, they know more about university, biotechnology and the world than they would have without her influence." – Kylie Lambert, Maffra Secondary College teacher