

Evaluation of In2science by ACER | April 2017

In2science mentors increase student confidence, relevance, enjoyment and career awareness of STEM subjects. The program has proved a valuable resource for teachers of science and mathematics.



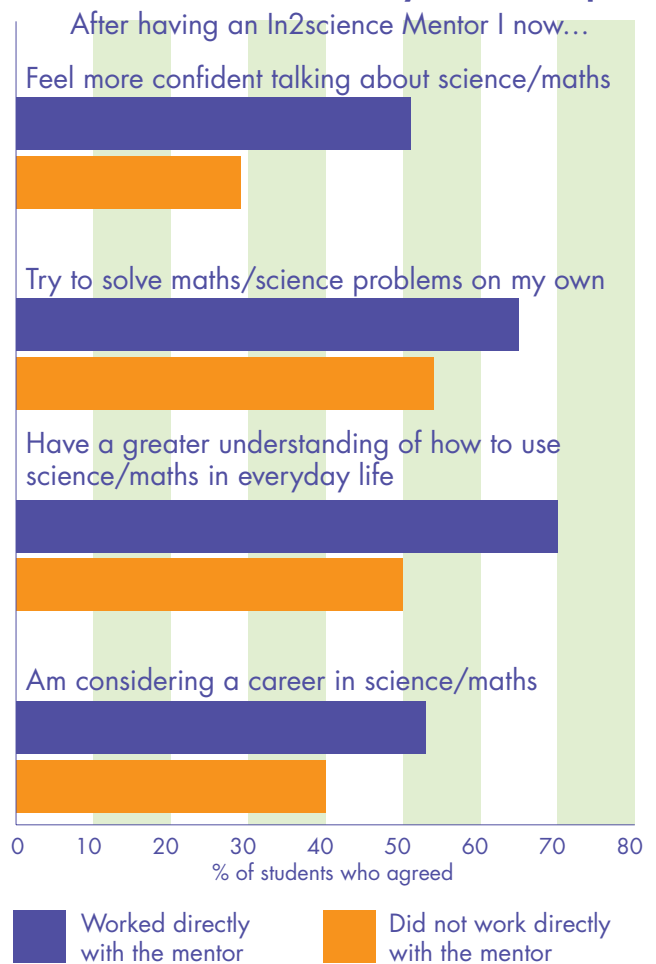
In 2016, In2science commissioned the Australian Council of Educational Research (ACER) to review the impact of their peer mentoring program. Previous reviews had explored benefits to teachers and mentors; this review assessed impact on students.

Correlation between student confidence in a topic and performance has been well established: large-scale studies of 15-year-old school students show strong positive association between students' attitudes toward science learning and their levels of achievement (*Ainley, Kos, & Nicholas, 2008*). The In2science program has proved a **valuable resource for teachers** of science and mathematics, with them being able to make best use of their mentor to suit specific class needs. Now, thanks to the ACER Review, In2science has the data on how our unique program increases student **confidence, relevance, enjoyment and awareness** of STEM subjects.

By simply having a mentor in the classroom, students showed **improved attitudes** towards science and maths. The ACER study also noted that these improvements were **even greater** for students who worked **directly** with the mentor.

ACER also identified recommendations for improving the In2science program, including clarifying the mentor's role in the classroom.

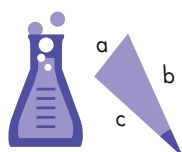
ACER Review Student Survey: Mentor Impact



Study details



1868 students
were surveyed



Year 7, 8 and 9
science and maths classes



34
Victorian schools



Classroom observations
took place in
4 schools across 7 classes



Study took place during
Semester 2, 2016

Read the full report at www.in2science.org.au

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