In2science

science

STEM peer mentoring in schools

"It helped me to understand where science hides (in everyday life) even if you don't know it's there."

– Year 8 student, Rowville SC

LA TROBE UNIVERSITY

MONASH University

RMIT UNIVERSITY

SWINBURNE UNIVERSITY OF TECHNOLOGY

THE UNIVERSITY OF MELBOURNE

About us

In2science is an innovative, award-winning program which increases student engagement in maths and science by placing volunteer university students as peer mentors in secondary school classes.

In2science was established in 2004 and is a La Trobe University led collaboration with The University of Melbourne, RMIT University, Swinburne University of Technology and Monash University.
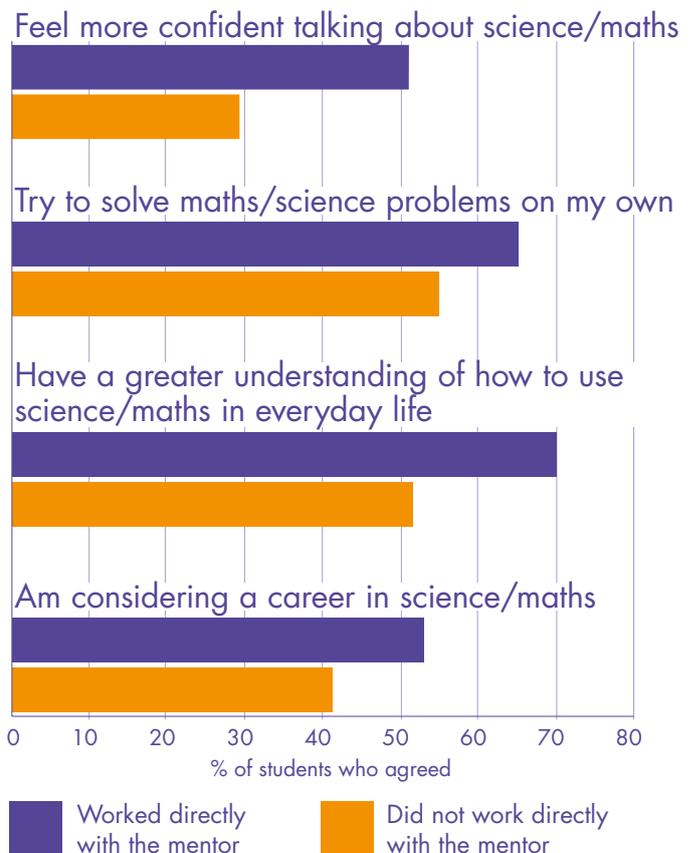
Program Aims

- increase **engagement** in science and maths for improved student outcomes, particularly for under-represented groups of students
- increase **awareness** of STEM skills in all careers for students, mentors and teachers
- Create **partnerships** between universities and schools

88% of teachers agree that the Mentor was a good role model for students, sharing passion, experience and knowledge of STEM career pathways

"THE STUDENTS HAVE REALISED THAT SCIENCE ISN'T LIMITED TO WHAT WE LEARN AT SCHOOL, IT CAN TAKE YOU IN ANY DIRECTION!"

– Alicia Stevens, Mentor,
St Josephs College Ferntree Gully,
Swinburne University of Technology

How does the program work in schools?

In2science mentors work with secondary school science or maths students 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 GAVE THE STUDENTS AN EXCELLENT VIEW OF WHERE SCIENCE COULD TAKE THEM. SHE WAS ABLE TO SUPPORT THE STUDENTS' LEARNING BY PROVIDING THOUGHT-PROVOKING QUESTIONS AND SHARING HER OWN STRATEGIES."

– Wendy Gooley, Teacher
Templestowe College

After having an In2science Mentor I now…

ACER Evaluation 2017

Feel more confident talking about science/maths

Try to solve maths/science problems on my own

Have a greater understanding of how to use science/maths in everyday life

Am considering a career in science/maths

% of students who agreed

- Worked directly with the mentor
- Did not work directly with the mentor

Benefits of In2science

Students experience
- positive interactions with role models in STEM
- increased engagement in STEM
- increased connections between curriculum and the real world

Teachers gain
- additional classroom assistance and support
- access to current knowledge in STEM
- understanding of university courses and links with universities

Mentors develop
- communication and interpersonal skills
- an understanding of teaching and are more likely to consider it as a vocational pathway
- enhanced graduate capabilities

Universities increase
- educational outcomes for their graduates
- strength of relationships with schools

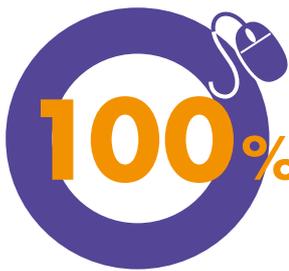**92%** of Mentors felt they helped students better understand their work

	2018	Total since 2004
Partner schools	53	163
Mentor placements	291	2,485
Students	4,470	63,360*

*based on an average of 22 students per class

"SHE HELPED ME UNDERSTAND THE MEANINGS OF THINGS THAT I DIDN'T KNOW AND I NOW LIKE SCIENCE BECAUSE I HAVE A BETTER UNDERSTANDING."

– Year 8 student

100% of eMentoring student respondents will continue to study science in school

In2science Partner Schools

Board Members

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VICTORIA
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