

SCIENCE MOVEMENT IMPACT ANALYSIS



SCOPE



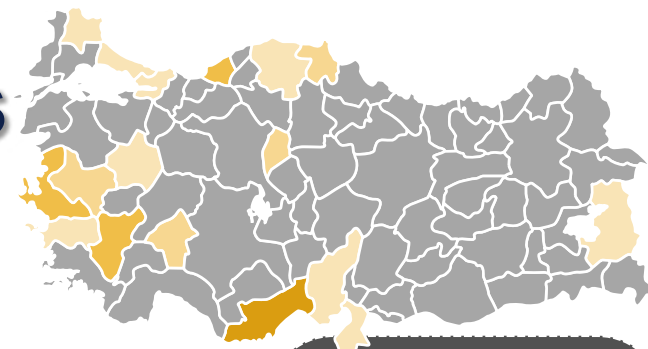
To measure change and awareness in teachers & students within the scope of the Science Movement Project that YGA started



The Science Movement Project consists of 3 stages:

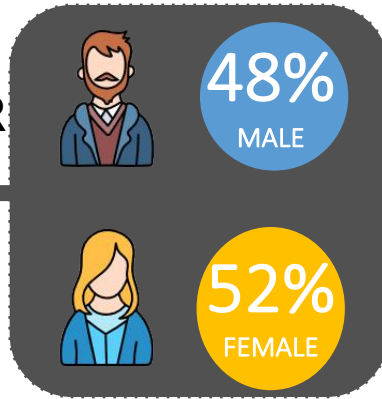
1. Sending a Twin Science Set to disadvantaged schools in the list determined by MEB
2. Taking teachers selected in schools to an online platform, training them
3. Selecting high-interested, double winged candidates and sending them to 5-day camp in Istanbul in summer

31 one-on-one Meetings



PARTICIPANT PROFILE

GENDER

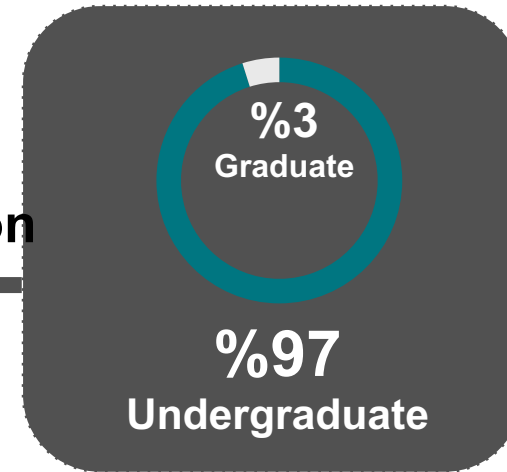


%100



Teachers who use science sets

Education



City Distribution

(%)	n:31
MERSIN	13
DENIZLI	10
ZONGULDAK	10
DUZCE	10
ISPARTA	6
IZMIR	6
MANISA	6
SINOP	6
KIRIKKALE	6
ADANA	3
AYDIN	3
HATAY	3
ISTANBUL	3
KASTAMONU	3
KOCAELI	3
KUTAHYA	3

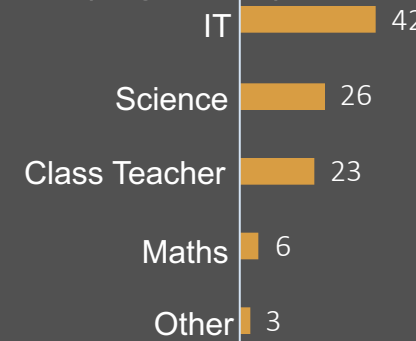
AGE

25-34	(32%)
35-44	(39%)
45-64	(29%)

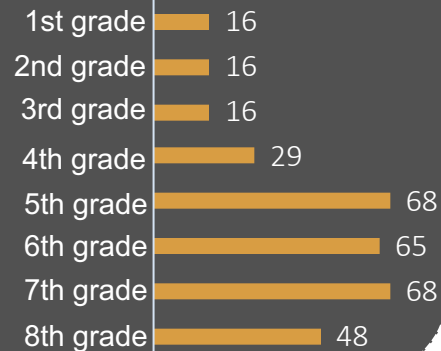
Average: 38 yaş

Teaching Experience

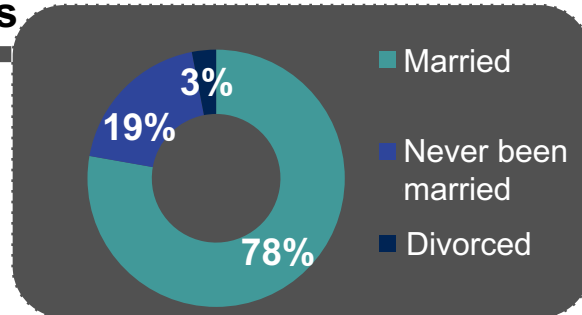
Major Distribution (Single choice)



Class Distribution Multi choice



Marital Status



TEACHERS' EVALUATION QUANTITATIVE RESULTS

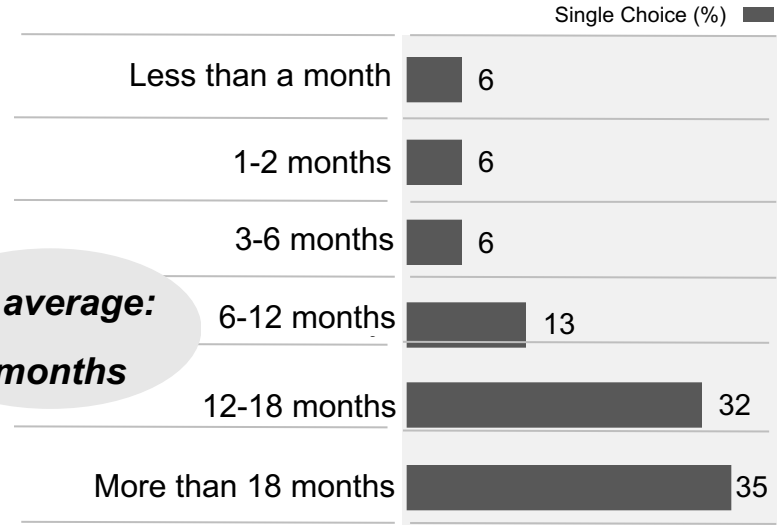


Teachers have been on the project for an average of 14 months. The first meeting of the teachers with the project was through the teachers that were already in the project or through the Ministry of Education.

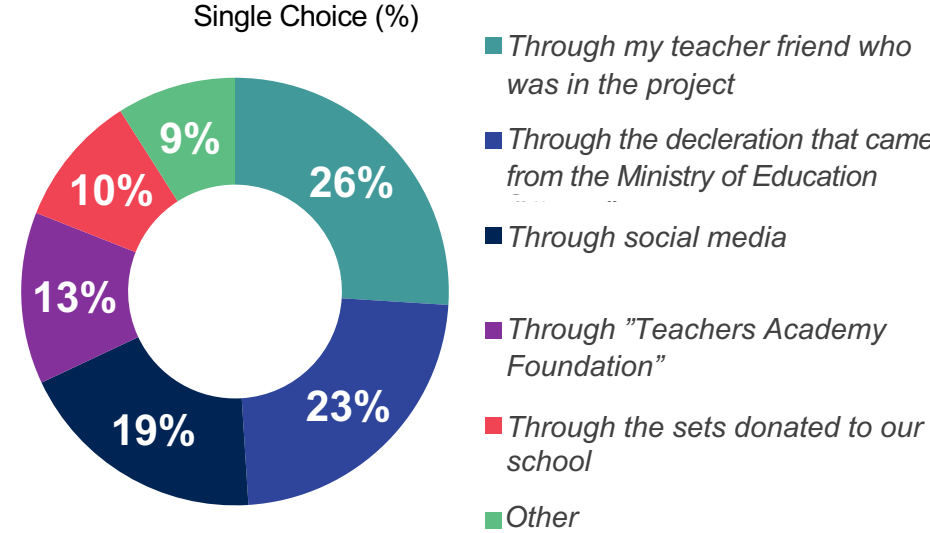
While all of the teachers agree that the overall goal of the project is to “love science for children”, they also think that it’s ‘introducing technology to students in need of technology’.

**On average:
14 months**

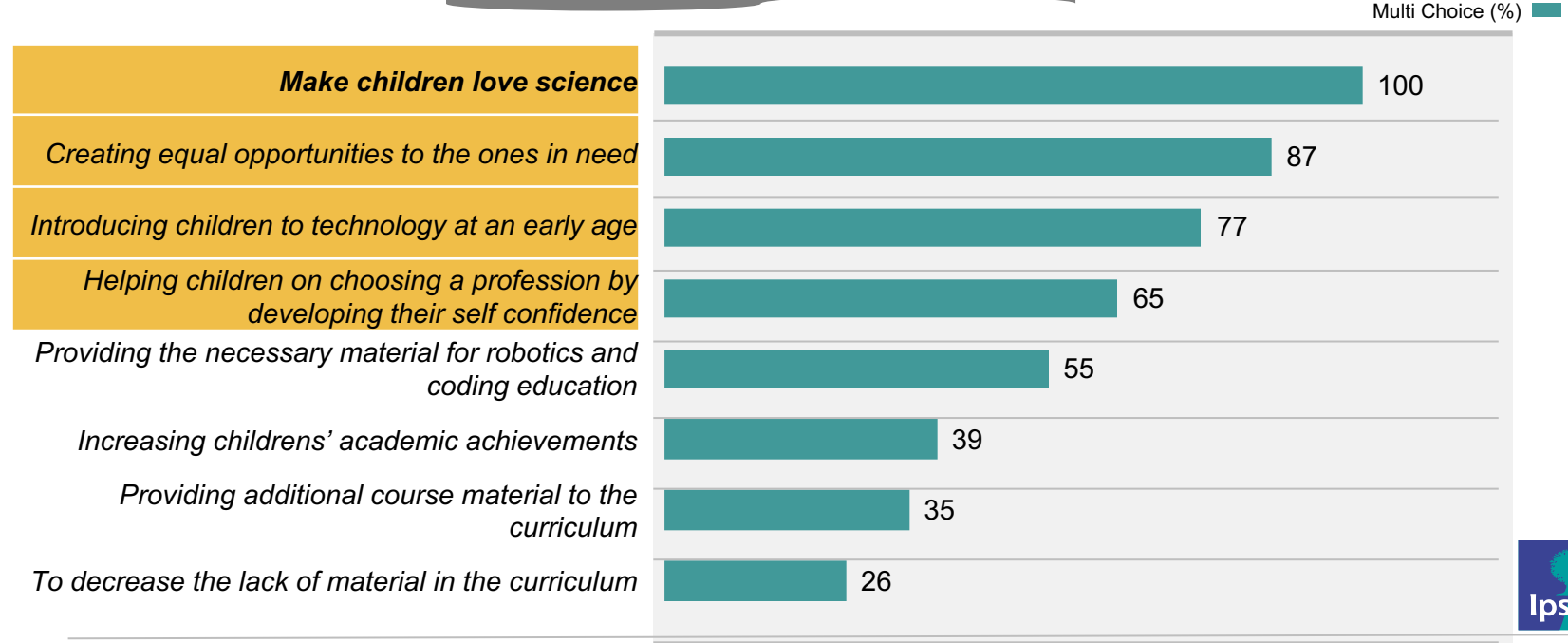
Time Spent at the Project



First Contact



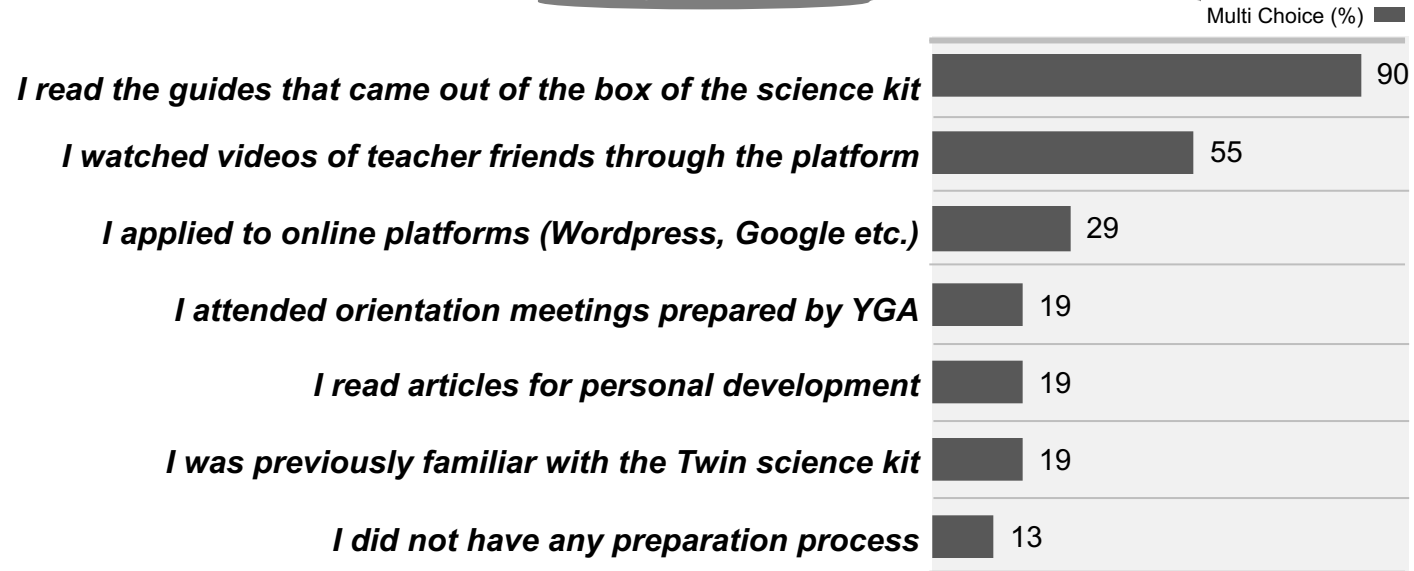
Main Purpose of the Project



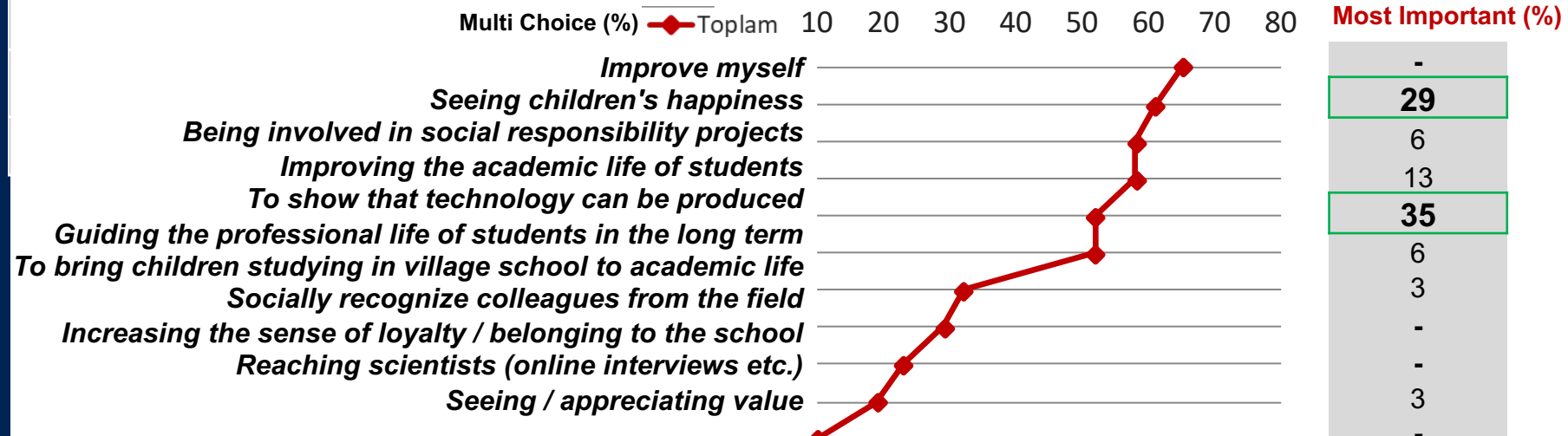
90% of the teachers were prepared for the project by reading the guide of the Twin science set and about half of them watched the videos through the Workplace platform.

For the majority of teachers, the most important motivation for them to participate in the project was to “show that technology can be produced”, while their general motivation was “to realize themselves”.

Project Preparation Process



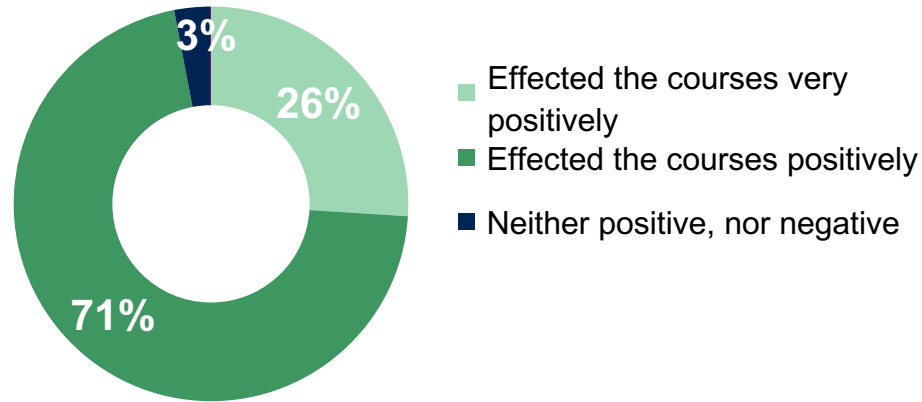
Motivation to Participate in the Project(%)



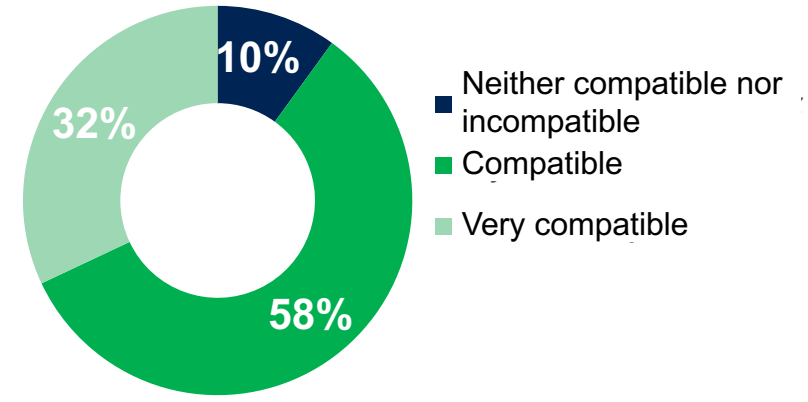
While 97% of the teachers thought that science sets had a positive effect on the lessons, 89% of them found the application of science sets compatible with their academic approach.

While 93% of the teachers stated that it is easy to apply science sets, approximately half of them stated that they “examined the sets outside the course and planned to apply them” and followed the “live broadcast” examples.

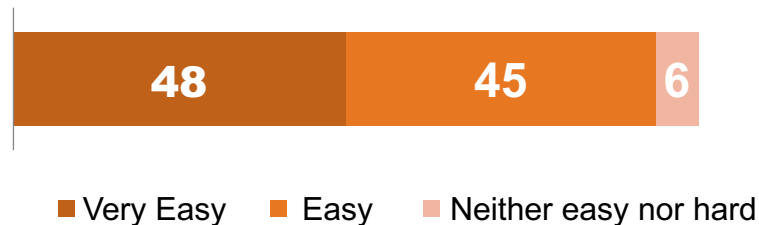
General Evaluation of the Effect on the Courses



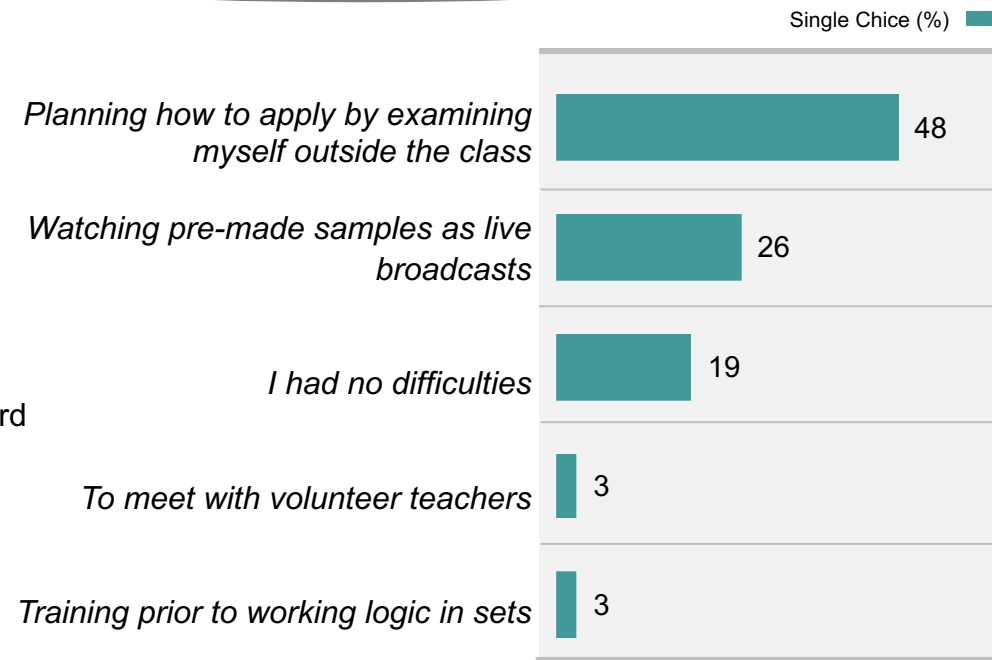
Compliance with Academic Approach



Difficulty in Applying Sets



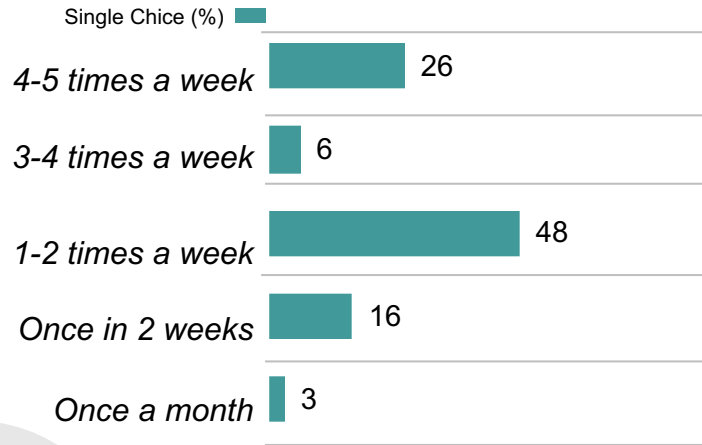
Sources Used



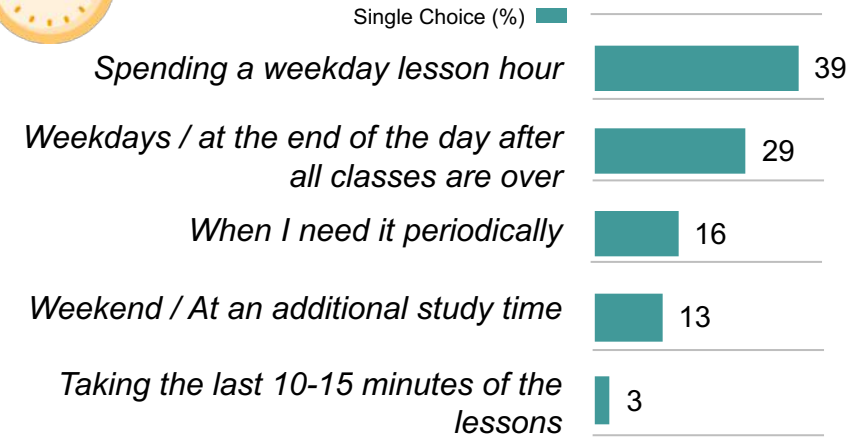
The teachers stated that they applied the science sets 9 times a month, on a weekday lesson or after the lessons.



Frequency of application



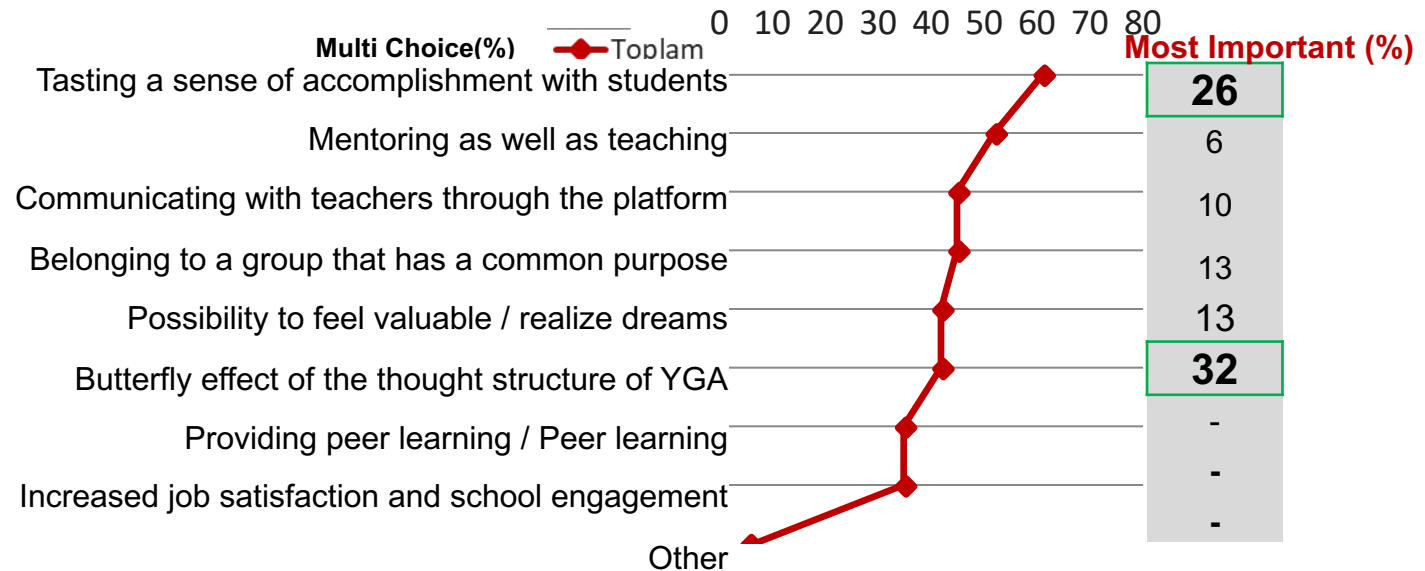
Application Time



On Average: 9 times a month

The most important effect of the science sets on the teachers was the “butterfly effect of YGA's mindset” and “the feeling of achieving together with the students”.

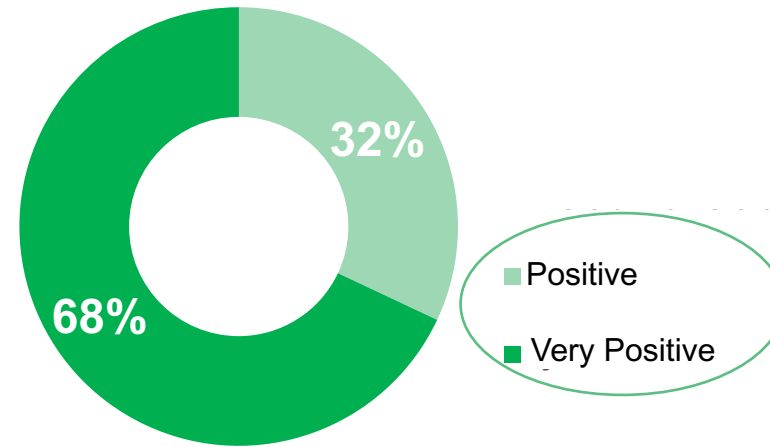
General Impact on Teachers



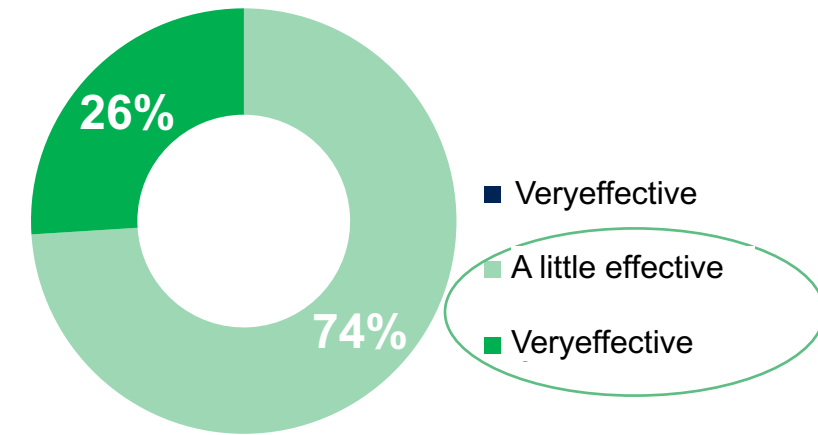
While approximately 7 out of 10 teachers evaluate the overall effect of science sets very positively, approximately three quarters of teachers state that it affected students' academic success.

While all of the teachers think that the project provides awareness in the daily lives of students, 68% think that science sets are sufficient for students to create projects.

General Impact on Children



Effect on Academic Achievements

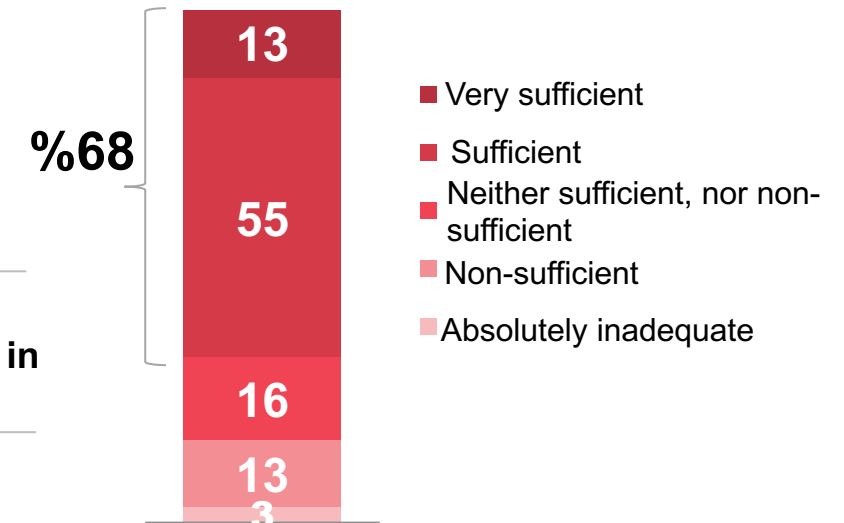


Raising Awareness



Science sets are thought to create awareness in students' daily lives.

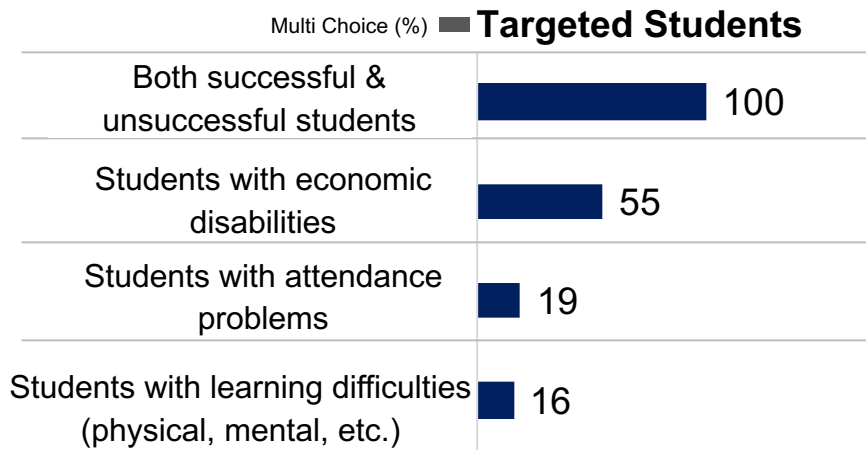
Competence Level for Creating a Project



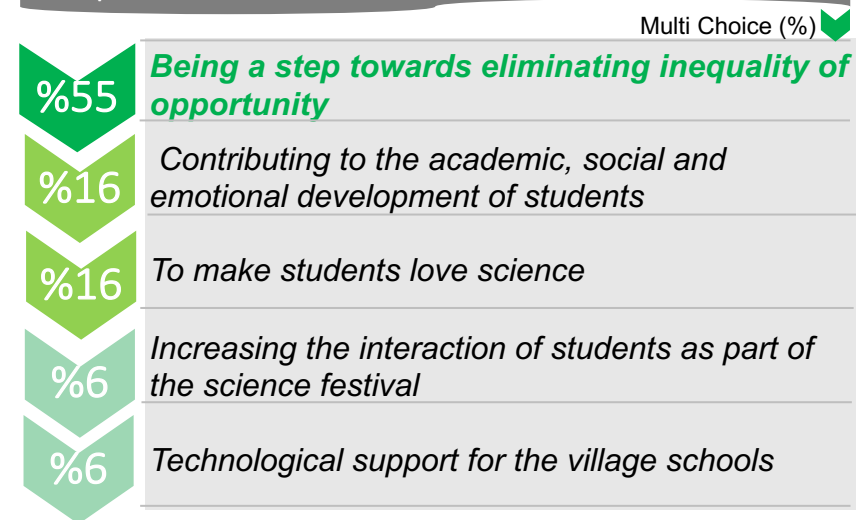
While the teachers state that the project appeals to both successful / unsuccessful students, it states that it is a step towards eliminating the inequality of opportunity, especially for the students in disadvantaged village schools.

More than half of the teachers think that the sets provide 'project creation / thinking' skills in terms of academic success.

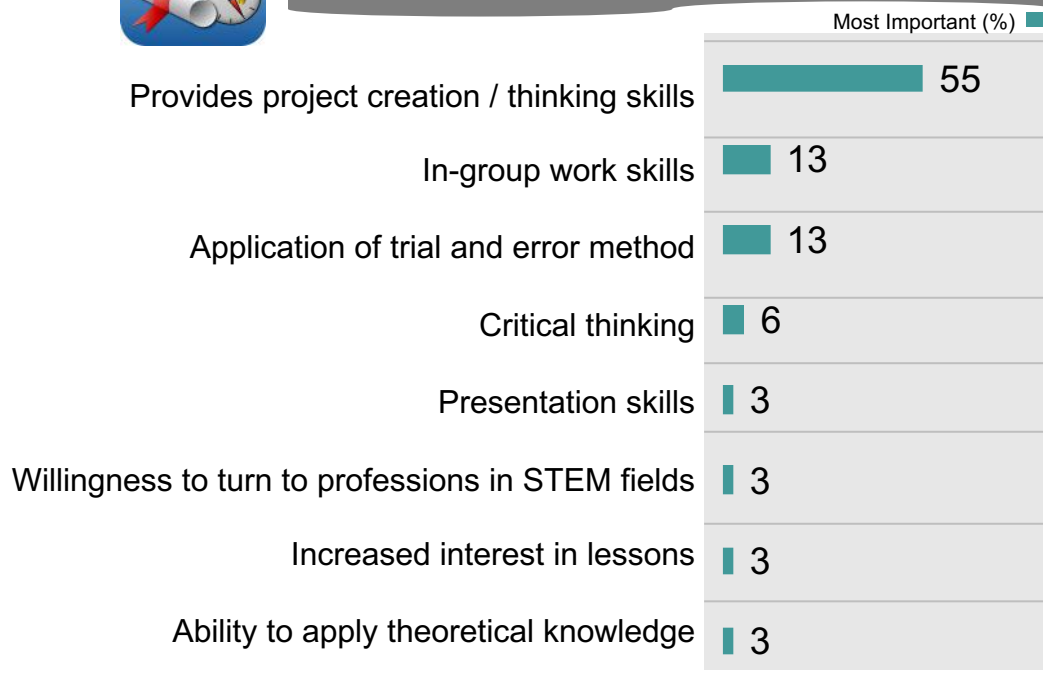
Target Student Audience



Impact on students in the village schools



Academic Skills Gained

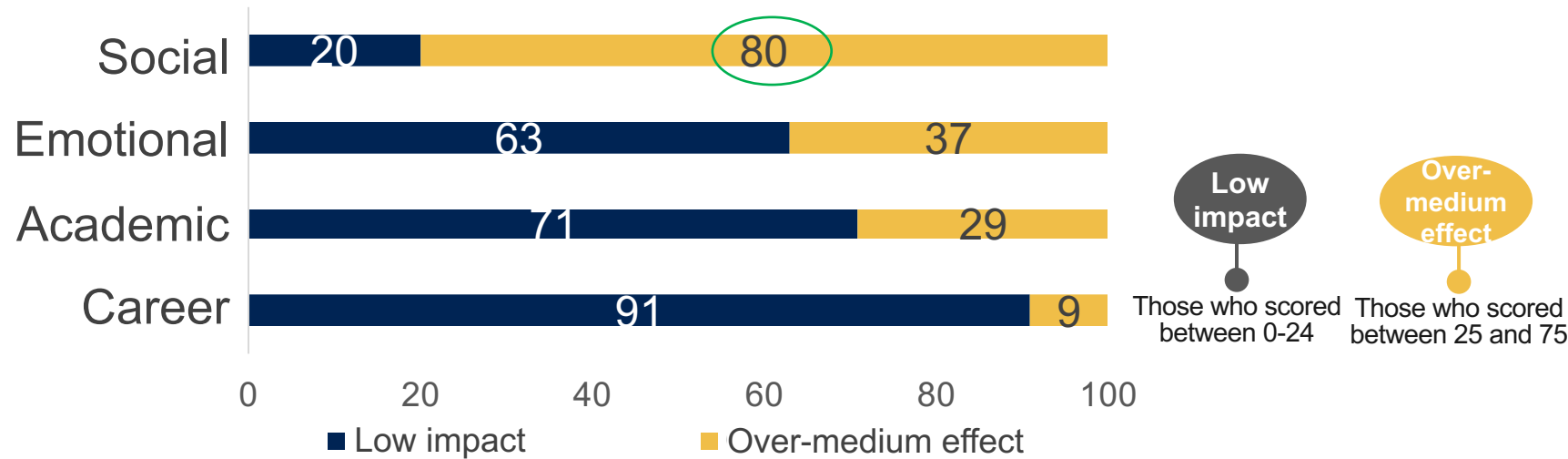


The teachers stated that the effect of science sets on students was mostly “social”.

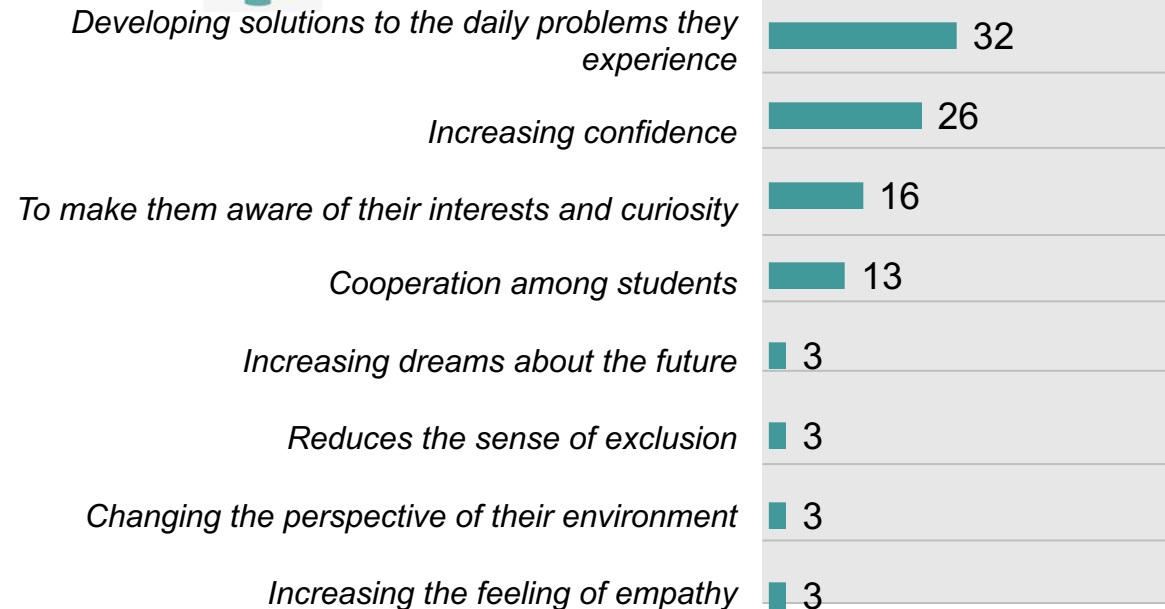
The teachers think that the social skills that the sets provide to students are about “developing solutions to the daily problems they experience”.

Impact area of science sets

* Teachers rated the options between 0-100 according to their evaluation in Social / Emotional / Academic / Career impact of the sets..



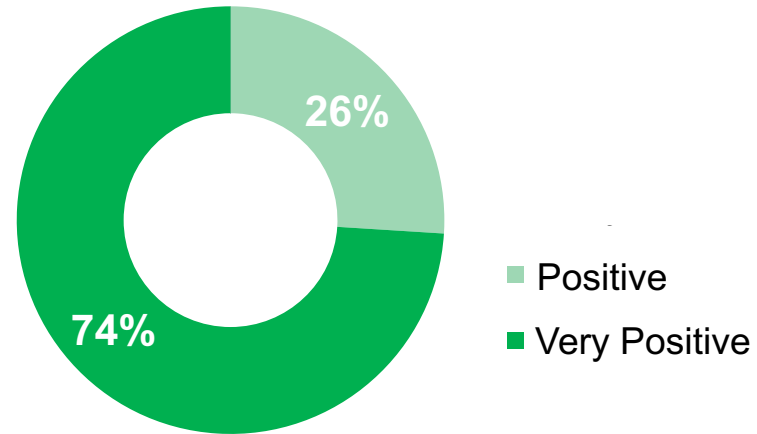
Social Skills Gained



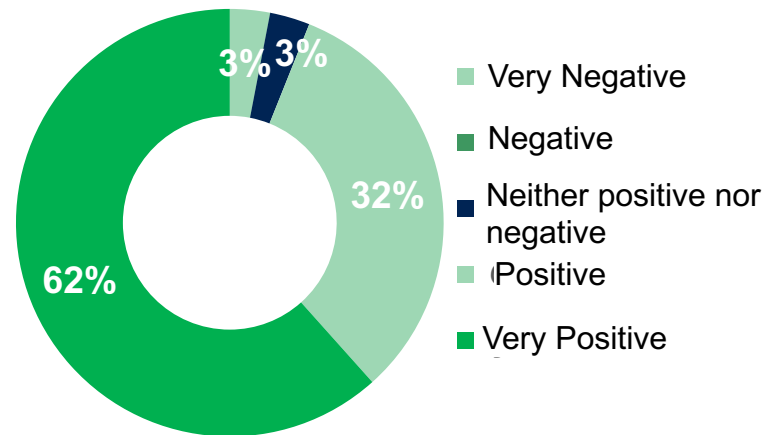
All of the teachers think that attending to the science camp after a semester of workshops with science sets, has a positive effect on students.

94% of the students' families also welcomed the science sets.

Effect of the Science Camp



General Evaluation of Families



While the vast majority of teachers think that science sets should be part of the curriculum, 74% think that science sets should be taught in lessons instead of off-hours.

While 55% of teachers consider science sets as entertainment material, a small number of teachers think that science sets should be for science only.

How should the science sets be used?



97%

In addition to the curriculum, should be used as course material



94%

Must be integrated and implemented in the curriculum



74%

It should be explained in lessons instead of out of lessons



55%

Being an entertaining course material



6%

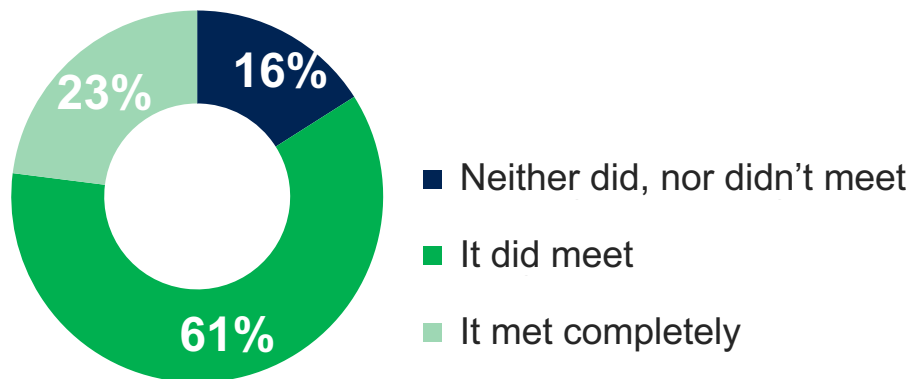
Should only be aimed at science classes

The project met the expectations of 84% of the teachers.

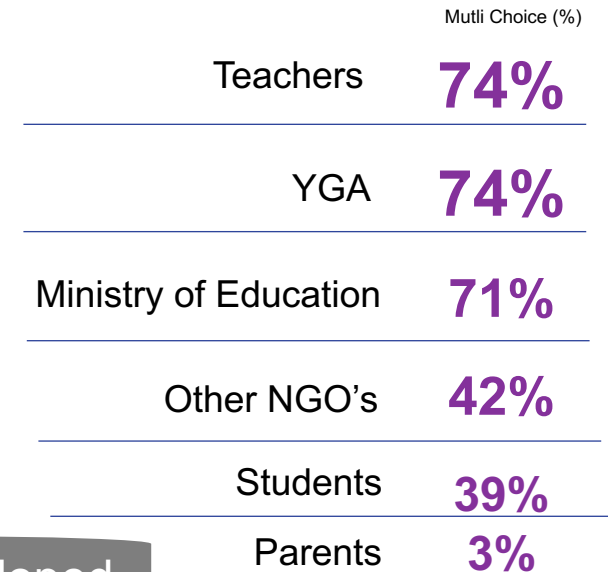
In the aspects of the project that need to be developed, “developing creative models without being limited by the guide in the science set” and “encouraging students to participate in science festivities” are the primary ones.

It was shared that teachers and YGA had an equal role in this matter.

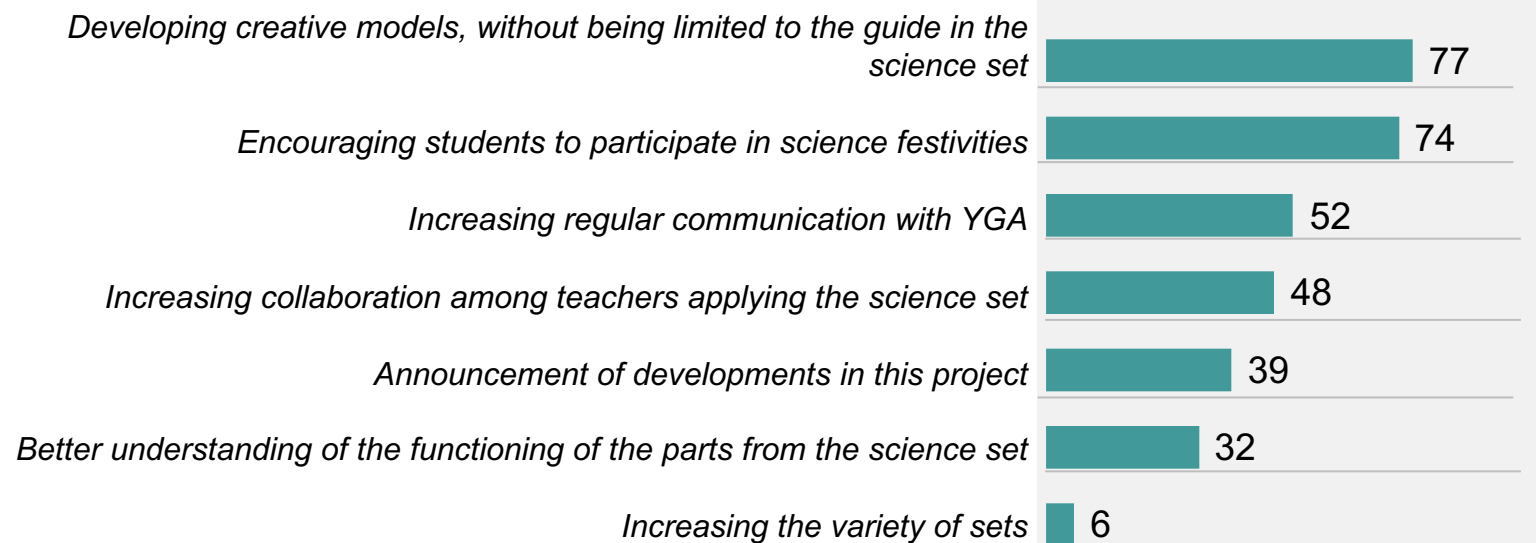
Meeting Expectations



Most Role Playing Stakeholders



Aspects of the Project to be Developed



SUMMARY AND SUGGESTIONS

General Evaluation of the Project

The overall aim of the project is seen as making students love science / technology in the eyes of teachers. In this respect, it was considered as a step towards eliminating the inequality of opportunity for the disadvantaged students in the country. It is believed that all students can benefit as the target student audience rather than only those who are academically successful. In this regard, the project has been shown to make a positive contribution to the social and emotional development of students. It is stated that the overall evaluations of the stakeholders, teachers, families and students involved in the project are very positive.

Teachers

The primary motivation for teachers to participate in the project was found to show students that the technology was produced. However, as a general motivation, the teacher felt the experience of self-realization and the emotional satisfaction of the students in the sense of achievement. In this respect, the teachers stated that YGA had a "positive effect on their lives in general" as a butterfly effect. In addition, it was stated that the meeting of teachers with volunteer teachers is an encouraging part of using science sets more effectively.

Students

Students gain awareness about the situations they encounter in their daily lives and they gain project development skills. In addition, it was stated that many emotional and social skills were gained, such as the increase of curiosity and self-confidence of students. It was stated that they achieved a positive development in the academic field through the developments in these fields. In addition, it was stated that the students' participation in Science Camp and meeting with important people in their field made a very encouraging contribution to project development.

Suggestions

The project contributed greatly to the social and emotional development of both students and teachers, rather than having an impact only in the field of science. In this respect, the social impact of the use of science sets has come to the surface rather than the academic impact. Considering that teachers approach positively to the fact that science sets are part of the curriculum, it can be considered to integrate the sets into the curriculum to increase the academic impact. In addition, it has been observed that volunteer teachers communicate in different channels such as social media and online platforms. In this respect, it is thought that carrying out studies describing the project in schools and various platforms to increase participation may increase the number of volunteer teachers.

THANK YOU!