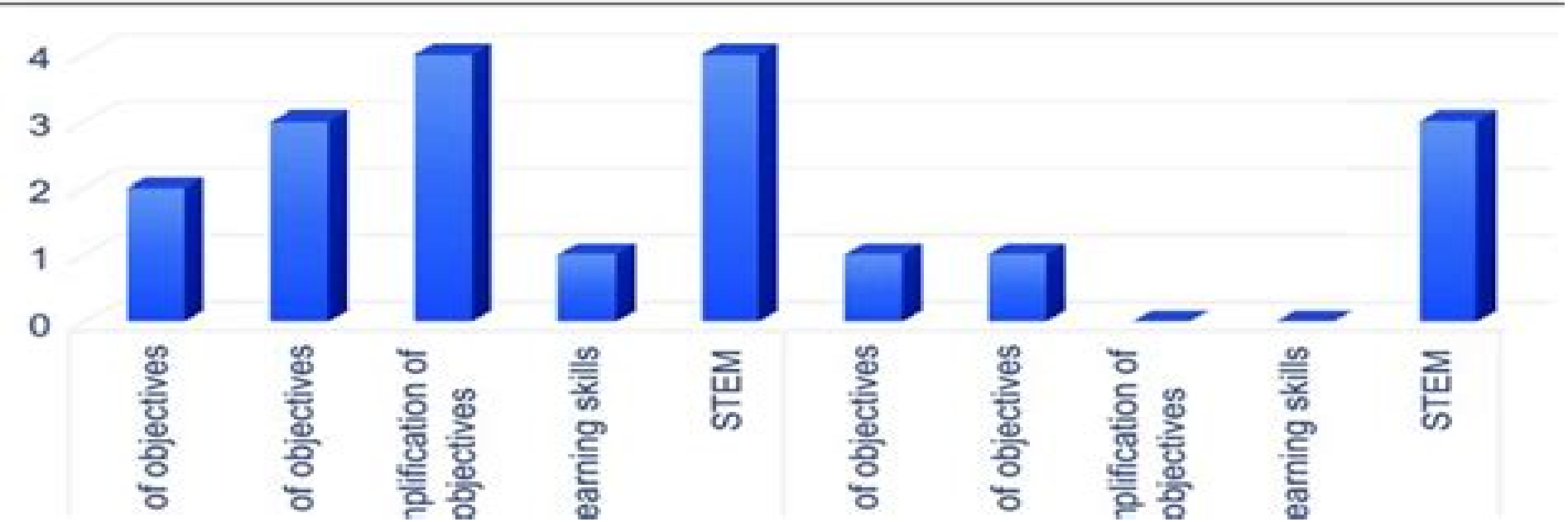
knowledge		
Curriculum knowledge	Learning objectives	
	Content of objectives	T2, T4, T5
	Order of objectives	T1, T4, T6, T8
	Simplification of objectives	T1, T5, T6, T8
	STEM	T10, T3, T2, T4, T5, T6, T8
	Learning skills	T5, T10
STEM implementation knowledge		T1, T4, T5, T7, T8, T9, T10

STEM: Science, technology, engineering, and mathematics



Science Teachers Perceptions Of Stem Education

Trumble, Jason,Asim, Sumreen,Ellis, Joshua,Slykhuis, David

Science Teachers Perceptions Of Stem Education:

Elementary Teachers' Perceptions of Science, Technology, Engineering, and Mathematics Education in K-5 Schools Debbie B. Owens,2014-10-17 This is a research study to explore how elementary teachers feel about integrating STEM educztion into their classrooms Although the school district website provided some useful and relevant information about the STEM program the skill competencies of the K 5 teachers and the challenges they faced in implementing the STEM curriculum was unknown The researcher conducted a descriptive case study with a sample of 12 elementary teachers purposefully selected from a pool of K 5 teachers from two area schools focused on the teachers perceptions of STEM education their competencies and professional development Data collection consisted of interviews document analysis and field notes The researcher analyzed data using the qualitative method Findings from the study suggested that a teachers had different perceptions of STEM education based on prior experience b most teachers lacked confidence in their knowledge and abilities to effectively integrate STEM c teachers felt a need for STEM hands on training and professional development and d teachers did not have enough time leadership and proper guidance to integrate STEM effectively The findings have broad implications for the field of educational technology and future research The researcher recommends skilled STEM leadership that can drive curriculum development as well as teacher preparation that supports STEM programs

Exploring Teachers' Perceptions and Experiences of Middle School STEM Education Programs ,2021 The need for science technology engineering and mathematics STEM educated workers prepared to compete in the global marketplace has led to the need for advances in STEM education Demand for STEM educated students and workers has increased yet a deficit in middle school students participating in school based STEM programs in middle school exists This phenomenological qualitative study aimed to explore the perceptions and experiences of middle school teachers who are teaching in accredited STEM programs More specifically this study aimed to examine the lived experiences of middle school teachers implementing programs that provide rich STEM experiences to discover common perceptions and experiences shared by the participants and identify strategies to improve STEM programs for middle school students A phenomenological qualitative approach was selected to extract an in depth rich understanding of the experience through the participants voices Data were collected from six middle school teachers currently implementing accredited STEM programs The major themes that emerged from this research were Structured Support Teacher Beliefs and Student Factors *A New Era of Science Education* Hui-Hui Wang,2012 *Teacher Perceptions of Inquiry and STEM Education in Bangladesh* Kazi K. Shahidullah,2016 This dissertation reports lower secondary science teachers perceptions of current practice in Dhaka Bangladesh concerning inquiry and STEM Education in order to establish a baseline of data for reform of science education in Bangladesh Bangladesh has been trying to incorporate inquiry based science curricula since the 1970s Over time the science curricula also aligned with different international science education movements such as Science for All Scientific Literacy Science

Technology and Society Science Technology Engineering and Mathematics STEM is the most recent science education movement in international science education This study explored current practices and perceptions of lower secondary science teachers in order to establish a baseline of current practice so that future reform recommendations may be pursued and recommendations made for Bangladesh to overcome the inquiry based challenges and to incorporate new STEM based science education trends happening in the US and throughout the world The study explored science teachers perceptions and readiness to transform their science classrooms based on self reported survey The survey utilized Likert type scale with range 1 very strongly disagree to 6 very strongly agree among four hundred lower secondary science teachers teacher training college faculty and university faculty The data is presented in four different categories curriculum instruction assessment and professional development Results indicated that the participants understand and practice a certain level of inquiry in their science classrooms though they do not have adequate professional development Participants also stated that they do not have sufficient instructional materials and the curriculum is not articulated enough to support inquiry On the other hand the participants reported that they understand and practice a certain degree of inquiry and STEM based science education but they also state that the current curriculum and instructional materials are not sufficient to practice inquiry nor to integrate more than one or two disciplines with science as is required in STEM integrated teaching Finally this study recommends a framework for science education reform for Bangladesh based upon a combination of successful international science education reformation practices *Current Math Teacher Perceptions of STEM Careers* Ho King Alan Fong,2019 This study explores teachers perceptions of Science Technology Engineering and Mathematics STEM Education and what role it plays in today s mathematics classroom The following three research questions are explored How do currently practicing teachers perceive their understanding of STEM education and STEM careers in the math classroom How do currently practicing teachers perceive their students degree of intrinsic motivation in mathematics How do currently practicing teachers perceive the use of gamification as a means to affect students level of intrinsic motivation in the math classroom Key findings include the following teachers valued STEM career discussion in the classroom as it offers a channel through which knowledge can be transferred teachers build rapport with students when they draw upon their own experience with STEM careers Better understanding of gamification at the classroom level is recommended before it can be a useful medium for motivating students in math *The 9th Annual International Seminar on Trends in Science and Science Education (AISTSSE) 2022* ,2023-10-04 This is the ninth time we are hosting this seminar and we are proud to inform you that this seminar is an annual event in our calendar and has been held every year since 2014 This year for the third year we are holding it via Zoom meeting online meeting due to Covid 19 pandemic We are inviting internationally recognized speakers from several countries to share their latest discoveries in the fields of Biology Chemistry Physics Mathematics and Science Education Well known researchers in science and science education will share their experiences and knowledge so

that we can stay up to date with the latest information This is one of the goals of this seminar As science researchers we realize the importance of information exchange among us The new information enlightens our minds and gives us ideas on what to do next in our research and how to do it This new information often becomes the foundation for our next project in particular and sets the research trends for the upcoming year in general Information exchange also keeps us updated allowing us to give and receive suggestions and critiques that will lead to better results Therefore we need a forum where we can share and exchange information Seminars conferences and other scientific gatherings are the media through which we can do this Organizer Faculty of Mathematics and Natural Sciences of Universitas Negeri Medan Where Web Seminar via Zoom Meeting When Tuesday 8th November 2022 Theme The development of industrial based research in science and science education to improve research innovation strategy Topics AISTSSE 2020 included following topics 1 Mathematics Science 2 Mathematics Education 3 Physics Science 4 Physics Education 5 Biology Science 6 Biology Education 7 Chemistry Science 8 Chemistry Education 9 Computer Science 10 Science Education Scientific Committee 1 Prof Dr Syawal Gultom M Pd Universitas Negeri Medan Indonesia 2 Prof Dr Marleen Kamperman University of Groningen Netherland 3 Prof Manihar Situmorang M Sc Ph D Universitas Negeri Medan Indonesia 4 Prof Tsunenori Mine School of Engineering Department of Electrical Engineering and Computer Science Kyushu University Japan 5 Prof Dian Armanto M Pd Universitas Negeri Medan Indonesia 6 Prof Dr Herbert Sipahutar M Sc Universitas Negeri Medan Indonesia 7 Prof Abedel Karrem Nasser M Alomari Department of Mathematics Faculty of Science Yarmouk University Jordan 8 Prof Dr Bornok Sinaga M Pd Universitas Negeri Medan Indonesia 9 Prof Dr Muhammad Sattar Rasul Universitas Kebangsaan Malaysia Malaysia 10 Prof Motlan M Sc Ph D Universitas Negeri Medan Indonesia 11 Prof Dr Asmin M Pd Universitas Negeri Medan Indonesia 12 Prof Dr Fauziyah Harahap M Si Universitas Negeri Medan Indonesia 13 Prof Dr Mukhtar M Pd Universitas Negeri Medan Indonesia 14 Prof Dr Pargaulan Siagian M Pd Universitas Negeri Medan Indonesia 15 Prof Dr Sahat Saragih M Pd Universitas Negeri Medan Indonesia 16 Prof Dr Edi Syahputra M Pd Universitas Negeri Medan Indonesia 17 Prof Dr Hasratuddin M Pd Universitas Negeri Medan Indonesia 18 Prof Dr Ramlan Silaban M Si Universitas Negeri Medan Indonesia 19 Prof Dr Retno Dwi Suyanti M Si Universitas Negeri Medan Indonesia 20 Prof Dr Nurdin Bukit M Si Universitas Negeri Medan Indonesia 21 Prof Dr Sahyar M S Universitas Negeri Medan Indonesia 22 Prof Dr rer nat Binari Manurung M Si Universitas Negeri Medan Indonesia 23 Prof Dr Makmur Sirait M Si Universitas Negeri Medan Indonesia 24 Prof Dr Eva Marlina Ginting M Si Universitas Negeri Medan Indonesia 25 Prof Dr Drs Tri Harsono M Si Universitas Negeri Medan Indonesia 26 Prof Dr Martina Restuati M Si Universitas Negeri Medan Indonesia 27 Prof Drs Zul Amry M Si Ph D Universitas Negeri Medan Indonesia Supported by FORUM MIPA LPTK INDONESIA **Rural Elementary Teachers' Perceptions of STEM Education Following STEM Kits Intervention** Marcy Kaye Hood,2024 This study served to enhance STEM education in rural areas elementary classrooms where schools often contend with limited resources The literature called attention to a

gap in students not exposed to STEM instruction until they reached secondary school This gap was revealed in the literature to show a decline in students pursuing a career in STEM fields This action research study was carried out using a theory of change approach and was viewed via the constructivist lens The data was collected by having elementary teachers complete a questionnaire after integrating STEM lesson kits in their classrooms throughout the intervention Findings showed that students who received early STEM instruction in elementary school developed an early interest in the subject and went on to continue STEM throughout their education and pursue professions in those disciplines These findings have implications that elementary teachers may teach STEM education in the classroom and see success and excellence in their students academic areas if given practical hands on materials and a mentor to guide them The STEM lesson kits are the essential resources for this research but resources alone cannot educate mentorship is required to complement the kits This dissertation suggests that STEM education become part of elementary school curricula aligned with Next Generation Science Standards NGSS and that appropriate mentors be available to teachers *Designing and Teaching the Secondary Science Methods Course* Aaron J. Sickel,Stephen B. Witzig,2017-04-13 The improvement of science education is a common goal worldwide Countries not only seek to increase the number of individuals pursuing careers in science but to improve scientific literacy among the general population As the teacher is one of the greatest influences on student learning a focus on the preparation of science teachers is essential in achieving these outcomes A critical component of science teacher education is the methods course where pedagogy and content coalesce It is here that future science teachers begin to focus simultaneously on the knowledge dispositions and skills for teaching secondary science in meaningful and effective ways This book provides a comparison of secondary science methods courses from teacher education programs all over the world Each chapter provides detailed descriptions of the national context course design teaching strategies and assessments used within a particular science methods course and is written by teacher educators who actively research science teacher education The final chapter provides a synthesis of common themes and unique features across contexts and offers directions for future research on science methods courses This book offers a unique combination of behind the scenes thinking for secondary science methods course designs along with practical teaching and assessment strategies and will be a useful resource for teacher educators in a variety of international contexts **Perceptions of STEM by Secondary Agricultural Education Teachers in Pennsylvania** Nicole R. Guise,2021 Our education system has emphasized Science Technology Engineering and Math STEM education as an important element of systematic educational outcomes The purpose of the study was to determine what if any areas of STEM education were perceived by current Pennsylvania secondary Agricultural Education teachers as areas of shortcomings and identify professional development experience needs A research study was conducted using an established survey instrument with the T STEM survey from the Friday s Institute for Education Innovation The questionnaire was distributed to a census of Agricultural Education teachers in Pennsylvania n 247 using the online survey platform Qualtrics

Data was collected from 125 respondents Data analysis revealed differences in confidence between educators based on age gender and years of teaching experience Areas of perceived shortcomings in the STEM content areas by the respondents were science teaching and 21st century learning attitudes It is recommended that professional development opportunities addressing the needs of science instruction and 21st century learning attitudes be developed for Pennsylvania Agricultural Education teachers with opportunity for continual assessment of perceived needs to be responsive in educator engagement in STEM areas STEM Education Approaches and Challenges in the MENA Region Alhashem, Fatimah,Pacheco-Guffrey, Heather,Boivin, Jacquelynne Anne,2023-08-03 In the Middle East and North Africa MENA region recent long term policy plans emphasize the ever increasing need to transition to 21st century skills and achieve sustainable development goals by preparing highly qualified nationals with credentials in STEM fields relevant to the current and future needs of the labor market Yet despite multiple educational reforms and substantial resources national and international indicators of student performance still demonstrate insignificant improvement in MENA students achievement in STEM subjects STEM Education Approaches and Challenges in the MENA Region contributes to the existing STEM literature by exploring factors that influence student participation in STEM in MENA countries The book also identifies the gaps in STEM education research in MENA countries and presents the current practices and challenges Covering key topics such as gender equity school administration and education systems this premier reference source is ideal for administrators policymakers researchers scholars academicians practitioners instructors and students **STEM Success for All** Stephanie Boyce,2019 The lack of participation of historically underrepresented groups i e Hispanics Blacks and women in science technology engineering and mathematics STEM is a serious issue in the United States Despite the intentional efforts at increasing STEM participation Black and Hispanic high school students graduate significantly less prepared for college level mathematics and science than their White counterparts As a result they are more likely to underachieve in college and inadvertently continue the cycle of STEM under representation in college Using an anti deficit perspective this study explored a single high school science and math department s teachers perceptions about Culturally Relevant Education CRE practices as facilitating or hindering STEM interest and science and math achievement among students of color The following four behaviors of culturally relevant educators were explored a using culture as a bridge to connect to academic skills and concepts b facilitating students critical reflection of their lives and society c building students cultural competence to take pride in their culture and d critiquing of discourses of power to challenge the status quo The study was conducted in a high school primarily serving students of color that has met and exceeded state expectations for the last four years The study found that CRE practices were in fact perceived by teachers to be key in promoting the interest and academic achievement of their students The teachers cited meaningful relationships with students connecting their students interest with math and science content the incremental process of empowering students and departmental collaboration as the key contributing factors to their overall success

Recommendations and implications for practice research and policy are included **BUiD Doctoral Research Conference 2023** Khalid Al Marri,Farzana Asad Mir,Solomon Arulraj David,Mostafa Al-Emran,2024-03-28 This open access book presents selected contributions on a wide range of scientific and technological areas originating from the BUiD Doctoral Research Conference BDRC 2023 It discusses the following topics project management macroeconomic factors Fourth Industrial Revolution agility multiculturalism diversity inclusion leadership language discourse analysis curriculum critical thinking programming online learning and natural ventilation The contributions reflect the multifaceted nature of the research in three academic disciplines i e humanities formal science and applied science This publication shares with its readers genuine research studies and reflections from practitioners on the current practice and understanding in the three academic disciplines The significant findings of these studies have considerable educational industrial and economic implications This is an open access book *Transformative Leadership and Change Initiative Implementation for P-12 and Higher Education* Mulvaney, Tracy,George, William O.,Fitzgerald, Jason,Morales, Wendy,2024-05-06 Transformative leadership emerges as the beacon guiding P 12 schools and higher education institutions through the intricacies of necessary change Leaders must confront the perennial challenges faced by educational institutions head on equipped with an array of innovative strategies and a commitment to fostering equitable practices from addressing inclusion diversity and belonging to navigating the complex terrain of school change In Transformative Leadership and Change Initiative Implementation for P 12 and Higher Education the echoes of Heraclitus s wisdom reverberate reminding educational leaders that the only constant is change This book delves into the core of transformative strategies employed by thought leaders across the educational spectrum from P 12 schools to university corridors Guided by transformative leadership principles this book traverses the intricate tapestry of topics such as technology integration educational entrepreneurship and global citizenship providing a roadmap for leaders to navigate the complexities of the modern educational landscape The emphasis on social emotional leadership and learning underscores the importance of nurturing the holistic development of students ensuring they thrive both academically and emotionally **The Russia-Ukraine War and Its Consequences on the Geopolitics of the World** Chitadze, Nika,2023-08-02 Geopolitics is a concept that shapes shifts following the socio political and economic changes made within or in neighboring states Usually the popularity in geopolitics is motivated by victory in war which binds the nation revives the national culture and promotes the spiritual and territorial expansion into neighboring states However the defeat in war can be motivating as well as the defeat catalyzes the creation and dissemination of geo political theories In the modern era further study on the Russia Ukraine war in relation to geopolitics must be considered The Russia Ukraine War and Its Consequences on the Geopolitics of the World analyzes the main geopolitical theories and discusses possible geopolitical economic military security and information consequences of the Russia Ukraine war The book also reviews the attitude of the main geopolitical players in the world toward the war and their foreign policy and national security priorities Covering key

topics such as democracy international security and geopolitical interests this premier reference source is ideal for government officials policymakers industry professionals researchers academicians practitioners instructors and students

Theoretical and Practical Teaching Strategies for K-12 Science Education in the Digital Age Trumble, Jason,Asim, Sumreen,Ellis, Joshua,Slykhuis, David,2023-01-17 Digital age learners come to the science classroom equipped with a wide range of skills and a wealth of information at their fingertips Although science and technology have enjoyed a symbiotic relationship the ubiquity of information technologies requires teachers to modify instruction and experiences for K 12 science learners Environmental and societal changes have impacted how and when students acquire and synthesize knowledge These changes compel us to modify and adjust to improve the practice of teaching science to meet the unique needs of students who are growing up in a society dominated by connected digital devices constant communication and the ubiquity of information Theoretical and Practical Teaching Strategies for K 12 Science Education in the Digital Age disseminates theory informed practices for science teachers that increase their instructional effectiveness in teaching digital age learners It communicates how to increase science educators understandings of the needs of digital age learners develops theoretical and practical teaching strategies that align with science content and integrates technologies for learning with fidelity Covering topics such as design based inclusive science project based learning and science instruction this premier reference source is an excellent resource for administrators and science educators within K 12 education pre service teachers teacher educators librarians researchers and academicians *Culture and Science Education* Wilton Lodge,Justin Dillon,2026-03-19 This edited book containing 15 chapters from some of the leading figures in the field aims to bring in underrepresented voices communities and perspectives to think beyond the current science education paradigm **Handbook of Research on Science Education, Volume II** Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

Middle Grades Research Journal Frances R. Spielhagen,2014-10-01 Middle Grades Research Journal MGRJ is a refereed

peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education A variety of articles are published quarterly in March June September and December of each volume year *Teacher Perceptions of Teaching Science Using the 5E Instructional Model* Erica Sheilasha Gaines,2021 Changes made to science education on the national level caused many changes for state education systems In the state of Georgia science education instructional leaders also saw the need for a change in the way science needed to be taught to students Due to the need to improve science teaching and learning and to increase interest in the STEM fields Georgia Standards of Excellence for Science were released in 2016 Science teachers were required to shift their instructional practices to teach science as a practice by engaging students in specific tasks aligned to science and engineering practices This study focused on the perceptions of middle and high school science teachers about the implementation of the 5E Instructional Model in science education Perceptions conceptual frameworks were used in a cohesive approach to understand the experiences middle and high school science teachers had toward the implementation process of a new instructional strategy A qualitative descriptive study was conducted to capture teachers perceptions of the 5E Instructional Model and its impact during their instruction To obtain descriptive data virtual semi structured interviews were conducted Purposive sampling was used to recruit eight middle and high school science teachers Interviews were transcribed and coded then findings were organized into themes Three major themes derived from the descriptive data were 1 Provided Structure to the Teaching and Learning Process 2 Required More Time to Develop and Implement Lessons 3 Provided Student Centered and Hands On Instruction The researcher discussed the implications of the study disseminated the findings and provided recommendations for future studies *Teachers' Perception of Educational Objectives and Examnations* ,1975

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