

Digital resources case study: Lyndsey Gosling

SUPPORTING SCIENCE EDUCATION IN SCHOOLS AND CLUBS

Discovering STEM Learning resources

Lyndsey Gosling is a senior science technician at a state school for students in years 7 to 13. She also helps run the STEM Club and has found that STEM Learning is an invaluable source of inspiration for her work.

Lyndsey first discovered STEM Learning when she attended a course at the National STEM Learning Centre in York. She values their provision of a wide range of training resources and lesson plans which have helped the school design engaging and effective STEM activities for their students.

"STEM Learning has one of the best training programmes out there for technicians. We always look for courses there before anywhere else."

When Lyndsey was first looking for ideas for her STEM Club, she discovered STEM Learning's digital resources and was impressed by the quality of the resources and lesson plans available. Since then, she has continued to use STEM Learning to find new resources and to plan STEM activities for her students.

"I didn't really know much about STEM Clubs originally. STEM Learning's digital resources came up when I was searching online, and then I discovered all the wonderful resources and the lesson plans they have to offer."



STEM Club

Lyndsey's STEM Club is very popular and the children really enjoy the experiments and practical activities. She knows the experiments she uses from the STEM Learning website will work and can be filtered by age so usually don't need adapting.

"A lot of the time in STEM Clubs, we haven't got long each week, and so a lot of the time, we'll pick out the practical element, do a very quick introduction, and then most of the club is taken up with the practical.

As long as we pick the appropriate age for the children, generally they're absolutely fine. But we don't tend to change much about them."

Practical sessions that are reliable

Lyndsey emphasises the importance of practical elements in STEM education and notes that STEM Learning's resources are particularly useful because they are quality assured and proven effective in the classroom. This saves her time and allows her to focus on gathering the necessary equipment and materials for the activities.

"When I am trying to find new resources I go straight to STEM Learning. I have a really good look through what they've got to see if there's anything new that we haven't used the previous year. There are resources we use every year; things that worked and interested our kids, or are for topics we know we have to cover regularly."

"We try to do joint planning with the teachers. They might say 'I'd like to do something on a particular topic'. And I'll head off and search. I always look at what the practical entails first and whether there's a lot of equipment that we have to buy separately from what we already use in school. Because budgets are tight, any time of the year, if the practical doesn't require anything extra, that's always a bonus!"

"It saves me time having to research a lot. I know that STEM Learning have quality assured these resources. They should work in our classroom and all I need to do is gather the kit together to provide it for the teacher. The teachers let me know whether the children seemed interested or not, whether it kept them occupied how we expected or if we need to change something."

STEM Learning's digital resources have also been valuable for Lyndsey outside of the school setting. As a Cub leader, she has used the resources to plan science events for her cub pack, and has found them to be engaging and effective for children of all ages.



Using resources in Scouting

Lyndsey uses STEM Learning resources in her Cub group. Cub Scouts are between 8 and 11 years old.

"In Cubs we have a science badge. I like to do something slightly different each time, so I'm always looking for new and interesting resources.

For that age group practicals get them interested, so I'll run a night of science experiments and get them to complete their badge that night.

For example, I took some battery-powered circuit kits that I made for school. I took them to my Cub pack and for the whole hour and a half they lay there on the floor building circuits. They tried to connect them all to see what would work and what wouldn't. They thought it was absolutely brilliant."