

Stem

Valarie L. Akerson, Gayle A. Buck

STEM the Tide David E. Drew, 2015-05 Proven strategies for reforming STEM education in America's schools, colleges, and universities. One study after another shows American students ranking behind their international counterparts in the STEM fields—science, technology, engineering, and math. Businesspeople and cultural critics such as Bill Gates warn that this alarming situation puts the United States at a serious disadvantage in the high-tech global marketplace of the twenty-first century, and President Obama places improvement in these areas at the center of his educational reform. What can be done to reverse this poor performance and to unleash America's wasted talent? David E. Drew has good news—and the tools America needs to keep competitive. Drawing on both academic literature and his own rich experience, Drew identifies proven strategies for reforming America's schools, colleges, and universities, and his comprehensive review of STEM education in the United States offers a positive blueprint for the future. These research-based strategies include creative and successful methods for building strong programs in science and mathematics education and show how the achievement gap between majority and minority students can be closed. A crucial measure, he argues, is recruiting, educating, supporting, and respecting America's teachers. Accessible, engaging, and hard hitting, *STEM the Tide* is a clarion call to policymakers, administrators, educators, and everyone else concerned about students' participation in the STEM fields and

America's competitive global position.

Critical Questions in STEM Education Valarie L. Akerson, Gayle A. Buck, 2020-11-05 This edited volume offers a crosscutting view of STEM and is comprised of work by scholars in science, technology, engineering, and mathematics education. It offers a view of STEM from the disciplines that comprise it, while adhering to the idea that STEM itself is an interdisciplinary treatment of all the associated disciplines in a meaningful way. This book raises and answers questions regarding the meaning of STEM education and research. This volume is divided into three sections: the first one describes the nature of the component disciplines of STEM. The next section presents work from leaders representing all STEM disciplines and deals with aspects such as K-12 and post-secondary education. The last section draws conclusions regarding the natures of the disciplines, challenges and advantages of STEM education in terms of theoretical and practical implications. The two final chapters compile arguments from the research chapters, describing themes in research results, and making recommendations for best STEM education practice, and examining areas for future research in STEM education.

STEM Integration in K-12 Education National Research Council, National Academy of Engineering, Committee on Integrated STEM Education, 2014-02-28 STEM Integration in K-12 Education examines current efforts to connect the STEM disciplines in K-12 education. This report identifies and characterizes

existing approaches to integrated STEM education, both in formal and after- and out-of-school settings. The report reviews the evidence for the impact of integrated approaches on various student outcomes, and it proposes a set of priority research questions to advance the understanding of integrated STEM education. STEM Integration in K-12 Education proposes a framework to provide a common perspective and vocabulary for researchers, practitioners, and others to identify, discuss, and investigate specific integrated STEM initiatives within the K-12 education system of the United States. STEM Integration in K-12 Education makes recommendations for designers of integrated STEM experiences, assessment developers, and researchers to design and document effective integrated STEM education. This report will help to further their work and improve the chances that some forms of integrated STEM education will make a positive difference in student learning and interest and other valued outcomes.

How to STEM Vera Gubnitskaia, Carol Smallwood, 2014 In *How to STEM: Science, Technology, Engineering, and Math Education in Libraries*, the contributors have provided a cornucopia of ideas on how libraries can engage youth in the crucial subjects of science, technology, engineering and math. The twenty-five chapters cover exciti...

The African American Student's Guide to STEM Careers Robert T. Palmer, Andrew T. Arroyo, Alonzo Flowers, 2016-12-05 This book comprehensively reviews the factors that facilitate access and success of Black students in

STEM majors in higher education, and it shares compelling testimonies from Black STEM professionals that will help inspire the next generation of Black scientists and engineers. Most experts agree that America's success depends on having a workforce that is highly prepared in STEM areas. Unfortunately, students of color continue to be underrepresented in higher education, and specifically, in completing degrees and entering careers within the STEM fields. This book supports African American students (as well as all students) who are interested in STEM careers, providing information on the top colleges with STEM-related programs, particularly those that best support racially diverse students; practical advice for preparing for entrance into STEM programs; and inspirational stories of successful African Americans in STEM-related careers. Authored by three educators expert in the areas of academic development of African Americans and minorities, STEM, and higher education, *The African American Student's Guide to STEM Careers* focuses on preparing Black students for STEM from K–12 through graduate school. Readers will more fully appreciate the importance of STEM, recognize why more Black students need to be more actively engaged in these disciplines, and understand how to prepare Black students for success in STEM throughout the educational pipeline.

The STEM Coaching Handbook Terry Talley, 2016-10-04 Learn how to promote STEM integration in your school district and increase student achievement. In this helpful, easy-to-read book, author Terry Talley sheds light on the key

responsibilities and accountabilities of a successful STEM coach and offers a wealth of practical advice for those new to the position and for those who want to refine their skills. You'll discover how to... Build positive working relationships with teachers and faculty Organize professional development opportunities such as PLCs and book study groups Develop hands-on instructional strategies based off the needs of your students and the strengths of your staff Promote technological and scientific literacy to prepare students for success in the 21st Century Enhance student engagement using project-based learning and growth-based assessment models Designed to be read either as a step-by-step guide or as a reference, The STEM Coaching Handbook is loaded with insights and accounts from experienced STEM educators across the country. No matter your level of expertise, these tips will help you make your district's STEM program more effective for all students.

Stem Leadership Traci Buckner, Brian Boyd, 2015-07-28 This text shows K-12 school leaders how to support STEM programs that excite students and teachers--even if the leader is not an expert in science, technology, engineering, or math.

Developing a National STEM Workforce Strategy National Academies of Sciences, Engineering, and Medicine, Policy and Global Affairs, Board on Higher Education and Workforce, Planning Committee for the National Summit on Developing a STEM Workforce Strategy, 2016-03-07 The future competitiveness of the United States in an increasingly interconnected global economy depends on

the nation fostering a workforce with strong capabilities and skills in science, technology, engineering, and mathematics (STEM). STEM knowledge and skills enable both individual opportunity and national competitiveness, and the nation needs to develop ways of ensuring access to high-quality education and training experiences for all students at all levels and for all workers at all career stages. The National Science Foundation (NSF) holds a primary responsibility for overseeing the federal government's efforts to foster the creation of a STEM-capable workforce. As part of its efforts in this endeavor, NSF's Directorate on Education and Human Resources asked the National Academies of Sciences, Engineering, and Medicine to convene a workshop that would contribute to NSF's preparation of a theoretical and evidence-based STEM Workforce Development R&D Core Framework. Participants discussed research themes, identified gaps and emerging research opportunities, and recommended refinements in the goals of the framework. This report summarizes the presentations and discussions from the workshop.

Teaching STEM in the Preschool Classroom Alissa A. Lange, Kimberly Brenneman, Hagit Mano, 2019-04-26 Drawing from a professional development model that was developed with funding from the National Science Foundation, this book is an essential resource for anyone who wants to support preschool children to be STEM thinkers and doers. The text features research-based resources, examples of field-tested activities, and highlights from the classroom.

STEM Baby: Engineering Dana Goldberg, 2022-06-28 Babies and toddlers are natural-born scientists. Whether rolling a ball down a slope, stacking blocks and knocking them over, placing toys in a container, group and matching objects into categories, stacking rings according to size, stringing large beads, or throwing their stuffies, STEM Babies are always experimenting with something new. This adorable board book introduces little scientists to the foundations of engineering and encourages young ones to play and be curious about the world around them. With full-color photographs of babies and toddlers playing, discovering, and inventing, STEM Baby: Engineering encourages curious young scientists and their parents to tinker and explore the world like an engineer!--

STEM Gems Stephanie Espy, 2016-06-06 Tired of seeing the same careers foisted upon women in TV, movies and magazines? Chemical engineer Stephanie Espy, a graduate of MIT, UC Berkeley and Emory University, tells the stories of 44 inspiring women in STEM to show girls and young women around the world a new set of women heroes to look up to. The statistics for women in Science, Technology, Engineering and Mathematics (STEM) careers are just plain sad. In recent years, fewer than 20% of college graduates in engineering and computer science were women. While stereotypes pervade about women in these fields, the truth is that most girls have never even heard of these careers and are not aware of the wide range of options that exist. In STEM Gems, you and your daughter, niece, neighbor, friend or student will discover: The stories of 44

inspiring women in diverse STEM fields and how they made it; The challenges these incredible women faced in pursuit of their dreams; The tremendous accomplishments these Gems have achieved in their respective STEM fields; Advice on how to pursue science, technology, engineering and mathematics careers; Actionable steps girls and young women can take right now to set themselves up for success; What girls and young women can expect in a promising STEM career, and much, much more! Through the powerful stories of the STEM Gems in this book, girls and young women will have their pick of current role models of various ages, ethnicities and job types. And through the eight chapters that outline actionable steps, girls and young women will learn what they can do right now, today, to set themselves up for success and to create their own unique paths. STEM Gems is relatable, encouraging and inspiring, demonstrating the limitless possibilities for the next generation of women.

Equitable Solutions for Retaining a Robust STEM Workforce Donna J. Dean, Janet B. Koster, 2013-12-17 **Equitable Solutions for Retaining a Robust STEM Workforce** offers strategies and proven recommendations to accommodate work/life satisfaction for those in the STEM fields. Using real-life case studies, this book discusses universal issues such as dual careers and strategic decision making, childcare/dependent care in professional contexts, promoting family-friendly policies, as well as mentoring and networking. **Equitable Solutions for Retaining a Robust STEM Workforce** provides data and

tools to drive successful programs relaying proactive solutions that STEM employers, academic institutions, policy-makers, and individuals can utilize. Distills and leverages best practices and internationally transportable policies to support and accommodate STEM work/life satisfaction Serves as an action plan to help STEM employers, policy makers and academic institutions identify and create systemic change Includes case studies and practical tools sections to highlight effective integration strategies Addresses a variety of work/life challenges, including supporting travel for dual-career couples, making strategic choices around work/life issues, and overcoming implicit bias

Empowering Underrepresented Students in Science Sonji Johnson-Anderson, Ranjana Lingutla, Margaret Riley, 2021-09-23 Empowering Underrepresented Students in Science: STEM Students Speak chronicles the best practices of a STEM retention program for underrepresented minority students (URM) at a public university. Written mostly as an engaging series of vignettes, this story invites its audience to examine the “underbelly of this successful program. It reveals to readers what lies at the heart of creating and sustaining a STEM retention program that is as inviting as it is vital. The program’s practice of reflection helps to build students’ self-efficacy and self-understanding. This book addresses the problem of merely throwing resources at a program to have it only achieve mild success. Most STEM retention/support programs offer a litany of “things they think are necessary

for students, especially traditionally underserved students, to survive in STEM. We contend that our program goes beyond merely throwing money at a need, to critically assessing the need through the lens of inclusive practices. Our program attempts to engage with the whole selves of the students we serve. Proposes a focused, strategic approach to offering support to underrepresented minority (URM) students Shares easily reproducible ways to build a STEM support program to replicate the success at UMASS AP Features an engaging, readable style with real-world applications

Critical, Transdisciplinary and Embodied Approaches in STEM Education
Pratim Sengupta, Marie-Claire Shanahan, Beaumie Kim, 2019-12-16 Over the past decade, integrated STEM education research has emerged as an international concern, creating around it an imperative for technological and disciplinary innovation and a global resurgence of interest in teaching and learning to code at the K-16 levels. At the same time, issues of democratization, equity, power and access, including recent decolonizing efforts in public education, are also beginning to be acknowledged as legitimate issues in STEM education. Taking a reflexive approach to the intersection of these concerns, this book presents a collection of papers making new theoretical advances addressing two broad themes: Transdisciplinary Approaches in STEM Education and Bodies, Hegemony and Decolonization in STEM Education. Within each theme, praxis is of central concern including analyses of teaching and learning that re-imagines disciplinary boundaries and domains, the relationship between Art

and STEM, and the design of learning technologies, spaces and environments. In addition to graduate research seminars at the Masters and PhD levels in Learning Sciences, Science Education, Educational Technology and STEM education, this book could also serve as a textbook for graduate and pre-service teacher education courses.

Challenges and Opportunities for Transforming From STEM to STEAM Education

Thomas, Kelli, Huffman, Douglas, 2020-01-10 The addition of the arts to STEM education, now known as STEAM, adds a new dimension to problem-solving within those fields, offering students tools such as imagination and resourcefulness to incorporate into their designs. However, the shift from STEM to STEAM has changed what it means for students to learn within and across these disciplines. Redesigning curricula to include the arts is the next step in preparing students throughout all levels of education. Challenges and Opportunities for Transforming From STEM to STEAM Education is a pivotal reference source that examines the challenges and opportunities presented in redesigning STEM education to include creativity, innovation, and design from the arts including new approaches to STEAM and their practical applications in the classroom. While highlighting topics including curriculum design, teacher preparation, and PreK-20 education, this book is ideally designed for teachers, curriculum developers, instructional designers, deans, museum educators, policymakers, administrators, researchers, academicians, and students.

STEPS to STEM Aaron D. Isabelle, 2017-02-02 STEPS (Science Tasks Enhance Process Skills) to STEM (Science, Technology, Engineering, Mathematics) is an inquiry-based science curriculum supplement focused on developing upper elementary and middle students' process skills and problem-solving abilities characteristic of how scientists think and act. Students learn key concepts in seven "big ideas" in science: Electricity & Magnetism; Air & Flight; Water & Weather; Plants & Animals; Earth & Space; Matter & Motion; and Light & Sound. Using simple, readily available materials, teachers facilitate learning experiences using the following structure: STEP 1: Investigate – Hypothesis – Test STEP 2: Observe – Record – Predict STEP 3: Gather – Make – Try Once students complete a set of STEP activities aligned with the Next Generation Science Standards (NGSS), they are ready to collaborate using a STEM Center. STEM Centers provide students with the opportunity for extended investigations focused on a single problem or "team challenge." Students utilize science and engineering practices while collaboratively conducting research to gather information. Once a plan is made, the team attempts to solve the problem or complete the open-ended task. In addition, a Science Notebook or Sci-Book serves as an essential companion to STEPS to STEM; students maintain a written record of their completed activities which can serve as a form of authentic assessment. STEPS to STEM aims to help students find enjoyment in science and in the process of problem-solving – there are things to do, discoveries to be made, and problems to solve. Ideally, these

experiences will lead to more explorations and questions about the world around them.

Engineering in Elementary STEM Education Christine M. Cunningham, Museum of Science, Boston, 2018-02-16 Bolstered by new standards and new initiatives to promote STEM education, engineering is making its way into the school curriculum. This comprehensive introduction will help elementary educators integrate engineering into their classroom, school, or district in age-appropriate, inclusive, and engaging ways. Building on the work of a Museum of Science team that has spent 15 years developing elementary engineering curricula, this book outlines how engineering can be integrated into a broader STEM curriculum, details its pedagogical benefits to students, and includes classroom examples to help educators tailor instruction to engage diverse students. Featuring vignettes, case studies, videos, research results, and assessments, this resource will help readers visualize high-quality elementary engineering and understand the theoretical principles in context. Book Features: Frameworks to help teachers create curricula and structure activities. A focus on engaging the diversity of learners in today's classrooms. Experiences from the nation's leading elementary education curriculum that has reached 13.3 million children and 165,000 educators. Go to eie.org/book for videos, assessment tools, reproducibles, and other instructional supports that enliven the text.

STEM Education by Design Brent Davis, Krista Francis, Sharon

Friesen,2019-04-29 An accessible text that assumes no prior knowledge, this book is grounded in the realization that STEM and STEM Education have not yet evolved into fully coherent fields of study, and fills this gap by offering an original model and strategy for developing coherences in a way that both honors the integrity of each of STEM's constituent disciplines and explores the ways they can amplify one another when used together to address complex contemporary issues. This book demonstrates how STEM can and should be understood as more than a collection of disciplines; it is a transdisciplinary, possibility-rich domain that is much more than the sum of its parts. Building on the actual work of scientists, engineers, and other professionals, the authors disrupt preconceptions about STEM domains, and provide the tools and evidence-based approaches to create new possibilities for all learners. Covering historical influences, theoretical frameworks, and current debates and challenges, this book positions teachers and students as agents of change. Each chapter features In Brief openers to introduce the topic; Opening Anecdotes to reflect the chapter's key themes; Sidebars to put core principles in context; Consolidating Key Points activities to summarize and highlight important details; and Challenges to build upon and extend topics explored in the chapter from different angles.

Integrating STEM with Music Shawna Longo,Zachary Gates,2021-08-24 The book offers 15 fully-developed and classroom-vetted instructional plans and assessments span in age range from kindergarten through grade 12. With these

instructional lessons for music and STEM classes, teachers in training, current educators, and administrators can better understand and immediately use tools for planning, assessing, and the practical teaching of STEM with Music.

Exploring Opportunities for STEM Teacher Leadership National Research Council, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, Planning Committee on Exploring Opportunities for STEM Teacher Leadership, 2014-11-24 Many national initiatives in K-12 science, technology, engineering, and mathematics (STEM) education have emphasized the connections between teachers and improved student learning. Much of the discussion surrounding these initiatives has focused on the preparation, professional development, evaluation, compensation, and career advancement of teachers. Yet one critical set of voices has been largely missing from this discussion - that of classroom teachers themselves. To explore the potential for STEM teacher leaders to improve student learning through involvement in education policy and decision making, the National Research Council held a convocation in June 2014 entitled One Year After Science's Grand Challenges in Education: Professional Leadership of STEM Teachers through Education Policy and Decision Making. This event was structured around a special issue of Science magazine that discussed 20 grand challenges in science education. The authors of three major articles in that issue - along with Dr. Bruce Alberts, Science's editor-in-chief at the time - spoke at the convocation,

updating their earlier observations and applying them directly to the issue of STEM teacher leadership. The convocation focused on empowering teachers to play greater leadership roles in education policy and decision making in STEM education at the national, state, and local levels. Exploring Opportunities for STEM Teacher Leadership is a record of the presentations and discussion of that event. This report will be of interest to STEM teachers, education professionals, and state and local policy makers.

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