



## The purpose of the evaluation:

Evaluate the effectiveness of the GiST for teachers:

- Do teachers find the resources on the GiST useful in supporting them to improve girls' participation in STEM?

Evaluate the usefulness of the Career quiz for students:

- Does the quiz guide students to discover STEM careers and does it provide useful information?

Evaluate the usefulness of the GiST for families:

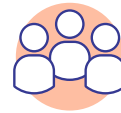
- Are the resources on the GiST useful for families to support / encourage their girls into STEM pursuits/pathways?

## What we did:

The evaluation of the GiST was informed by multiple evaluation activities, including;



A questionnaire for educators, parents/carers and other stakeholders



One student focus group



One teacher focus group



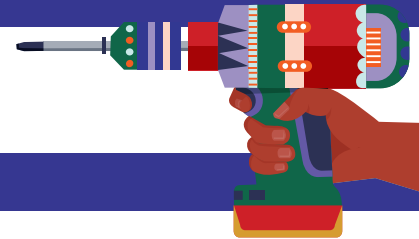
Google analytics data from website



Review of previous discovery findings and the 2021 Evaluation report.

## DO WE ANSWER OUR EVALUATION QUESTIONS?

Overall, the evaluation activities indicated that overwhelmingly that users of the GiST find the site **useful, informative and inspiring**.



## KEY FEEDBACK

Participants in the evaluation activities indicated some areas for further work:

- Giving more lead time for theme days, events and competitions
- Linking related content and facilitating bottom-up navigation
- Balancing white-space, text and media elements for readability and engagement
- Providing more opportunities for students to engage in student-submitted content activities, such as the 'She Did What?' competition
- Widening the awareness of the site and resources via promotional activities

## QUESTIONNAIRE

### Questionnaire participants

<b>12</b>	<b>EDUCATORS</b>
<b>4</b>	<b>PARENTS/CARERS</b>
<b>4</b>	<b>OTHER</b>

### Key findings from the questionnaire

- ✓ Participants (all groups) find the resources useful and valuable
- ✓ Educators highlighted the need for resources that they easily embed in their current program
- ✓ Parents/carers continue to highlight the value of careers information
- ✓ Educators and parents valued the student competition as an engaging and empowering learning activity

### Do visitors find the site useful?

Survey respondents overwhelmingly indicated that the site was useful:

Extremely useful	<b>2</b>
Very useful	<b>10</b>
Moderately useful	<b>6</b>
Somewhat useful	<b>0</b>
Not at all useful	<b>0</b>

“ I believe that it is important to inspire colleagues to have these conversations with students in all classrooms, not just the STEM classroom. Sites like GiST can help equip other teachers with this knowledge. ”

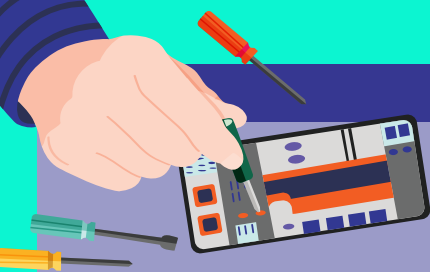
– Primary school teacher

“ The site has excellent resources for teachers that can be used with students. A great source of information that is relevant, research-based and easy to read and obtain information. ”

– University teacher educator



## STUDENT FOCUS GROUPS



### Participants

It was important that these groups be diverse. Participants' representation included the following audiences:

Ages ranged from **11 to 16** years old

- 7** Identify as female
- 1** Preferred not to say gender
- 1** Primary school student
- 7** Secondary school students
- 3** Speak another language at home
- 1** Identify as having a disability
- 2** Identify as LGBTQIA+

### Strategies for success

- ✓ Ensure information about careers is linked to relevant profiles, skillsets and related careers
- ✓ Continue to add career pathway information to profiles
- ✓ Explore hosting more competition events and ways to showcase the student entries
- ✓ Regularly review the currency of events and opportunities on the site

“ I also really enjoyed the imposter syndrome page, because I imagine that's an issue that a lot of girls particularly experienced being in a field where it's male dominated. So, I like it how there's a page where you can direct all your fears, where you can redirect the apprehension that you're feeling. ”

– Year 8 student

“ I found the quiz was really good. I felt like it was really simple to do and it gave you a pretty simple result but it could help you sort of figure out where your interests lie. ”

– Year 10 student

“ [I liked] the video interviews because I feel like in the future if I'm facing any conflicts in my journey of STEM, I can relate to these women who have also gone through this journey. ”

– Year 8 student



## TEACHER FOCUS GROUP

### Strategies for success

- ✓ Provide maximum practical lead time for events and activities so that teachers can plan well in advance
- ✓ Provide resources that are simple and easy to plan for and implement in an existing program
- ✓ Investigate more options for holding competitions or activities that involve student-submitted work, including maintaining a bank of student-created resources
- ✓ Investigate ways to foster greater connection and community around the GiST

“ My students participated in the 'She Did What?' project as well. Hugely empowering. I'd love to see 'She Did What?' grow and continue because the media that the girls have made has just added to the [GiST website] content. Wow, it was empowering. You know, you always learn so much more from being engaged than from telling, explaining and teaching. And the girls loved that challenge and being connected, I just think that was a bit of a game changer and a really great opportunity. ”

– K-10 teacher

### Participants, four teachers:

- Maths/Chemistry/HPE teacher 7–12 – Urban secondary, Qld
- Years 2–6 Technologies teacher – Urban primary, Tas
- Years P–10 Technologies teacher – Suburban, Vic
- Years P–6 Technologies teacher – Regional primary, Qld



## WEB SITE ANALYTICS

### Top search terms 2023-2024

career quiz

she did what

coding

video game developer

sports

veterinarian

bees

drones

engineering

sports medicine

### What are our most popular pages? And how long do people spend there? (minutes)

#### Top pages for 2023

Page title	Average engagement time
Quiz results	96.11
The GiST Career Quiz	38.58
The Girls in STEM Toolkit (home page)	31.83
Select your preferred interests (quiz)	178.41
She Did What? Competition (new page)	52.08
Select your preferred subjects (new page)	111.48
STEM careers A-Z	98.96
Seven principles for a gender-inclusive learning environment	90.24

## WORDS FROM OUR USERS

“... as one of countless women who only found the confidence to enter a STEM field in her 30s, I think you are hitting all the right notes in your approach. The growth mindset is particularly insightful and I wish it had been instilled in me as a young person.”

– STEM professional

“I personally had never thought about a STEM career being creative, and when I found out about it all I was like ‘Oh, this is cool.’”

– Year 9 student

“When I was looking on The GiST website, it was actually really interesting seeing how many different STEM pathways there actually were. And I also really liked the profiles of the other women in STEM because that was really interesting, like seeing how different people had a path to get to where they were. I like that liking one particular aspect of STEM isn't just if you like maths ‘be a mathematician’, there's so many other things you can do.”

– Year 8 student

“I think we need to do more to break down gender boundaries.”

– Parent/carer