

“ Feedback

"I often noticed that students would question why they were learning STEM subjects and after spending time in industry I now have an answer for them. Even if you are not excelling at a STEM subject but have skills such as logical thinking and problem solving you will be successful in a STEM career."

Sean O'Donnell, STEM Teacher Intern 2016

"Our research findings were stark and the position has not changed since we first conducted this research in 2013. The reports highlight the challenge that exists in trying to equip teachers with the knowledge to inform younger females of the opportunities presented by a STEM career. As Ireland continues to position itself as the epicentre of the world's digital economy, we need to future proof the talent pipeline, so that half the population is not excluded from the opportunities that STEM presents and to this end, industry has a role to play. The objective of this programme is to provide teachers with hands-on industry experience in the sector so that they're better positioned to provide guidance, encouragement and bring their experience to life in the classroom."

Paula Neary, MD, Accenture

"I had a preconception of industry before starting the programme but realised it is not what I imagined at all!"

Clodagh Finnegan, STEM Teacher Intern 2016

"The big thing that I have learned is that success in STEM is down to the skills students have that are transferrable."

James Doyle, STEM Teacher Intern 2016

"The most important thing I noticed while on the internship is that the skills are the most important, not the subject. Yes you need maths and need to have a good knowledge of maths in this industry however the skills to manage people, to communicate properly, the critical thinking skills and the problem solving skills are what puts you above the rest. Teachers need to know this and need to inspire students that have an interest in building their own successful career."

Amy Bennett, STEM Teacher Intern 2016

"We will hope that other companies will come on board along with Accenture – and maybe through the 30% Club – to take on more students, to give pre-service teachers an opportunity to work in industry."

Eilish McLoughlin, Director of CASTEL, DCU

"It (the programme) is vitally important because teachers have such an influence on young folk as they move through their early years in school, into secondary and on into third level. The sooner you can catch those people the better and bring them into the right subjects such as physics, maths or chemistry."

Alastair Blair, Country Managing Director, Accenture

"At our new Institute of Education, DCU student teachers engage with educators who are at the cutting edge of knowledge and practice in 21st Century education, particularly in the area of STEM education. Our students, the educators of tomorrow, will have a key role to play in sparking and encouraging interest in STEM subjects, particularly amongst young female students. Partnering with Accenture and the 30% Club on this initiative is an important step in tackling the negative stereotypes and challenges that exist when helping young women to explore the potential and opportunities of STEM careers."

Brian MacCraith, President, DCU

"The 30% Club greatly appreciates the active engagement and support from Accenture and DCU to develop effective interventions to improve gender balance in STEM and other areas of business and education."

Brid Horan, 30% Club Steering Committee

"I have improved my IT and communication skills, my time management skills and overall have more confidence in my own work"

Thomas McMahon, STEM Teacher Intern 2016



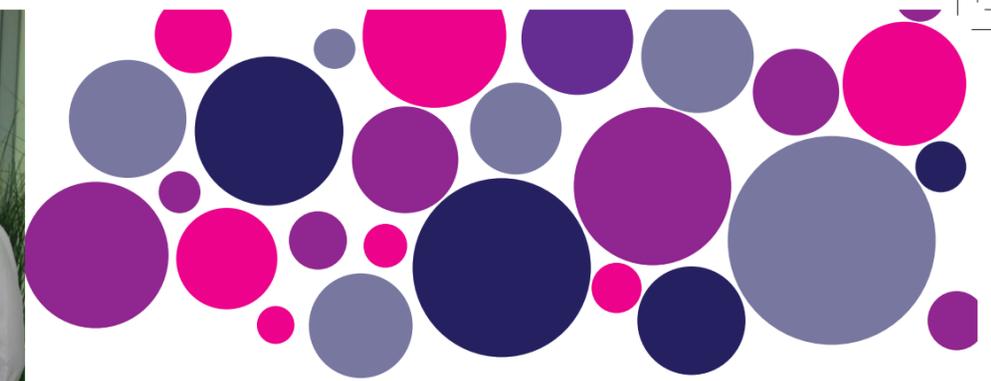
NEXT STEPS

DCU would like to extend the internship programme to other companies who can give STEM related work experience.

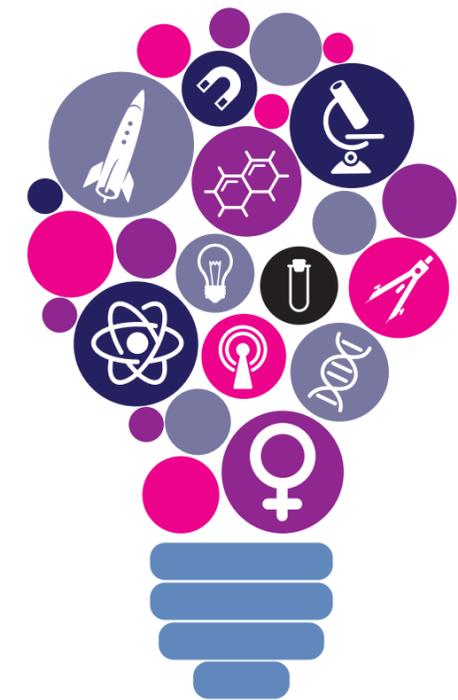
2017 Target is to have internship placements for all students doing the Science Education 3rd year programme (30 Students).

2018+ is to introduce to primary education training and make Internship formal part of course accreditation.

Please reach out to eilish.mcloughlin@dcu.ie for more information if you are interested.



STEM Student Teacher Internship Programme



STEM





HOW IT ALL BEGAN

In April 2016 Accenture in partnership with DCU and the 30% Club, launched a new programme aimed at highlighting the careers available in STEM to students studying to be teachers as well as offering them real work experience in a corporate environment. The decision to run this programme was driven by research commissioned by Accenture in 2013 and 2015. Reports were produced on attracting more females into STEM which showed that while the vast majority of girls appreciate that STEM subjects create a lot of career opportunities, stereotypes persist and a high proportion of females believe that the subjects are too difficult and better suited to males. Teachers were identified as key influencers on students' subject choices yet three quarters of teachers surveyed do not consider themselves influential. Over half of teachers in the 2013 study used the words "average," "poor" or "very poor" to describe the overall level of information available on STEM-related career opportunities.

Students from the third year of the B.Sc in Science Education at DCU were selected for the pilot programme. The long-term aim is to introduce the STEM Student Teacher Internship to all teaching programmes on offer at DCU and make this Internship a formal part of course accreditation.



HOW THE PROGRAMME WAS STRUCTURED

In June 2016, 5 DCU students joined Accenture for a 12 week paid Internship Programme. The programme incorporated induction, on the job training and reflection.

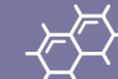
The students were offered a salary in line with Accenture's standard Internship salary, as well as other benefits including standard company leave, a company laptop and access to all of Accenture's clubs and societies.

The key purpose of the programme was to provide these Student teachers with information and hands-on experience on the broad careers on offer in STEM, information which they then can take back to the classroom.



THE APPLICATION PROCESS

- All students in the third year of the BSc Science Education programme at DCU had the opportunity to apply for the programme
- To launch the programme and to gain awareness, Accenture facilitated a lecture in DCU prior to opening applications
- After this, applicants were invited to apply for the programme
- Each applicant was required to submit a CV and a Cover Letter directly to Accenture
- In line with recommendations for Accenture's Graduate Internship, the CV submissions were advised to include:
 - Academic record to date including Leaving Certificate results
 - Notable projects undertaken in College
 - Work experience to date
 - Extra-Curricular activities and Personal Achievements
- Cover Letters were asked to explain why the applicant was interested in participating in the pilot and why they would be a good candidate for the programme
- From the applications, ten were chosen for interview
- These interviews were held on campus in DCU in April 2016 shortly after the original applications were submitted
- Following the interview process, five students were selected to join the programme
- The successful candidates were notified the day after the interview took place



ON THE JOB TRAINING WEEKS 3 - 11

After two weeks of Induction and Training, the Interns were placed on different roles within Accenture. These roles were roles typically carried out by Accenture's Graduate Interns which was key to ensuring the Interns got real, hands-on industry experience.

Three of the Interns, Sean, Amy and James were client facing in a Government Department. They got hands on experience system testing. Here the interns were involved in daily team meetings, carried out test scripts on systems being implemented as well as other business analyst responsibilities.

Another Intern, Thomas joined the Dublin Tech labs and was involved in a Machine learning project. Here he developed his coding skills and became an important member of the development team on this project.

The fifth Intern, Clodagh joined the analytics team in Accenture's new Centre for Innovation. There she worked on a number of analytics projects including an Open Source Intelligence project being developed to tackle fraud and terrorism. She was given the opportunity to carry out different tasks every week to help with the set-up of the Centre for Innovation.



INDUCTION WEEKS 1 and 2

On week one, the five Student Teacher Interns joined Accenture's Summer Graduate Interns for a week long induction period. During this week, they learnt to the Accenture business, were provided with a Mentor or 'Buddy' and were trained in a number of core areas including:

- Excel
- PowerPoint
- Communication with Confidence

On week two, the five Student Teacher Interns completed a week of training specifically tailored to them. During this week they learned to code with Alexa, about data analytics and the application of analytics tool Qlikview. They also learned all about Accenture's Tech vision for 2016 and had a guest presentation from Science Foundation Ireland. They also met with a number of Accenture employees in order to understand the application of STEM in their daily work and how they arrived at a career in STEM.



REFLECTION WEEKS 6 and 12

The five Interns had two formal opportunities for reflection, as well as regular catch-up with their buddy's and team leads during the programme.

The first formal catch-up was held half way through the internship and was a morning session facilitated by DCU. The feedback from this catch-up was fed through to Accenture and where possible, incorporated into the programme.

The second formal catch-up took place on the final week of the programme. Different sessions were held such as teach backs and brainstorming sessions. There was also a review session with the Accenture STEM Committee, the Interns and DCU. This session focused on what worked well, what could be improved on and the next steps for the programme. Another key element of this reflection focused on what the Interns could bring back to their final year of training and ultimately the classrooms they will teach in.

The Interns will submit their reflections of their Intern experiences and personal development for accreditation in the (non-contributory) DCU Uaneen Module.