



INTERNATIONAL SCIENCE DRAMA COMPETITION 2016

Impact Report







Collaboration allows stakeholders to pull their resources to put together this initiative in the most efficient manner and lowest cost possible.



Total value created from this collaboration is estimated to be a total of **RM786,227**

RM49,500 in Value in-Cash & Value in-Kind

(Training & manpower by KDU University College, transportation by Credit Suisse and accommodation & allowances by EduNation)

+

RM736,727 in PR Value

(Minnal RTM, RTM Tamil News, THR Raaga, Astro Vaanavil, Tamil Nesan, Tamil Malar, The Star Online, The Star Newspaper)

Media Coverage & PR Value

Media	PR Value (RM)
RTM2 News - 6 June 2016 (Broadcast)	28,520.00
Minnal RTM - 9 June (recording), 11 Jun (show) - 40mins (Radio)	Can't Be Retrieved
THR Raaga - 10 June (9am show) - 40mins (Radio)	64,108.80
Astro Vaanavil - 16 June (morning TV talk show) - 30mins (Broadcast)	540,000.00
Tamil Nesan - 7 June 2016 (Newspaper)	5,834.00
Tamil Malar - 11 June 2016 (Newspaper)	Can't Be Retrieved
Tamil Nesan - 26 June 2016 (Newspaper)	27,159.00
The Star Online - 6 June 2016 (Newspaper)	60,233.50
The Star - 6 June 2016 (Newspaper)	10,872.00



28 hours of training over a span of 3 months
by KDU University College



5 girls and 5 boys from 2 SJKT schools in Dengkil and Sungai Pelek participated in the training and competition

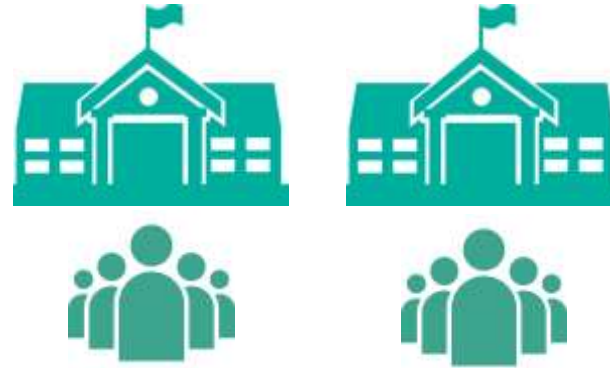


3 Entertainment Arts students from KDU University College gained experience from teaching the younger students with the guidance from their lecturer



10 families

+



2 schools and 2 communities

impacted from the participation of the children in the training and competition



A semi-experimental research design study is used to determine whether the ISDC (treatment) contributes to the intended outcomes of **increasing interest and attitude in science**, and **increase interest in science related careers**.

Key Findings

- All findings are based on:
 - a) testimonies of teachers and parents
 - b) data from the Quantitative Survey conducted
- Findings can be categorised into:
 - a) Perception on Science
 - b) Careers in Science
 - c) Invaluable Experience
 - d) Growth of Self-development

Post Evaluation Visit



Perception On Science

- Students involved hold positive perception on Science prior to ISDC based on answers given on favorite subject; media, online and reading habits; & questions on science.
- Perceptions do not change after but strengthened
- **Favourite subject PRE:** Either Science or Mathematics
- **Favourite subject POST:** Both Science & Mathematics written down
- **Favourite TV program/Movie:** Cartoons or Kids Themed Movies; '*Backyard Science*'; '*Tutor TV*'; '*Discovery Channel*'
- **Favourite website/app:** YouTube; Football gaming sites; VLE Frog; TutorTV UPSR; EduNation
- **Favourite book:** '*Diary of a Wimpy Kid*'; '*Library of Science*'; '*The Science of Law*'

- “What is science to you? How do you feel about science?”

PRE: “Very exciting & interesting subject” ; “the science subject is extremely good subject”

POST: Science as an easy subject; science is about experiments and creating new things

Careers In Science

PRE – Science related careers already mentioned : Engineer, Heart Specialist, Doctor, Robotic Engineer

POST – Additional added : Astronaut & Chemical Engineer. Influenced perhaps by the storyline they acted in

Change of career for 1 student: Businessman to *Chemical Engineer*

Invaluable Experience

- ISDC process was an **invaluable experience for students, school and community**
- Parents and teachers united and committed: *“Parents will take turn to send the kids to KDU. They sacrificed their time, efforts and expenses”* (Teacher)
- Teachers helped with pronunciation, understanding science facts or gave leeway for them to practice during school hours
- Students became a source of inspiration for other students: *“the other students inspired by them, they are hoping to get the same opportunity too”* (Teacher)
- Beyond the schools: *“the community are proud of them. I am receiving calls from parents, friends from other schools, from PPD, JPN and KPN”* (Headmistress)
- Students’ confidence increased to join other international competitions

Growth of Self-Development

- The ISDC experience changed behaviors and built skills of students involved.
- Students said to be more **hardworking, self-disciplined** and **committed**
- *“My daughter is more disciplined, especially in organizing her time”; “I can see he is more self-disciplined and proactive (Parents)*
- **Confidence increased:** *“I noticed that since joining the competition, my daughter is more confident. She used to be very shy but now her speech is clearer. As her confidence increases, it also makes her want to join more competition” (Parent)*
- *“He used to be very shy and quiet but now he is more confident, not shy anymore and he asks more questions”. (Parent)*

- Confident of her ability after ISDC, one student entered the Singapore and Asian Schools Math Olympiad 2016 and won a gold medal
- Behavior of **independence, self-sufficiency and cooperative** were reported in the students.
- Students were said to *“googled about the competition and gained information by themselves. They discussed among themselves on ways to improve the acting.”* (Teacher)
- A father remarked his son *“was lazy to do the past year questions, the 40 questions. Now he can complete 5 sets of past year questions and score around 36 or 40 above over 40 questions. His school results improved.”*
- *His son who was the prop engineer during ISDC will come back from his training and spent time modifying props himself or sought siblings for help*

Conclusion

- Students have positive attitude towards science and science based careers
- Students' behavior changed and skills developed from ISDC involvement
- ISDC was an invaluable experience that had positive impact on students, schools and community
- Students involved competition had opportunity to explore science, & international exposure helped them to understand that science could be fun and interesting.

