



## Storybook STEM: Children's Literature as a Tool for Supporting Informal STEM Learning

In December of 2019, TERC and the University of Notre Dame convened 21 early childhood reading, family learning, and informal STEM education experts to explore the role of children's fiction books as a tool for supporting STEM learning with young children and their families. Through the discussions, the group developed a series of recommendations for future research and practice, with a particular focus on integrating diversity and equity perspectives into the use of storybooks.

## Key Recommendations

Convening participants challenged researchers and educators to *rethink...*

### How stories are developed

*including how families and scholars of color are represented and involved in the process of creating and selecting stories*

### What we mean by stories

*by connecting with both written and oral story traditions and creating space for families to tell their own stories*

### Our relationships with families

*by engaging them as key stakeholders throughout the development, implementation, and research process*

### How we measure success

*including broadening our notion of STEM learning, connecting STEM and literacy, and attending to the goals of parents and children*

### Connections between research and practice

*by better sharing what we already know and involving educators and other practitioners as partners in the research process*



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