No. 3 / 2026

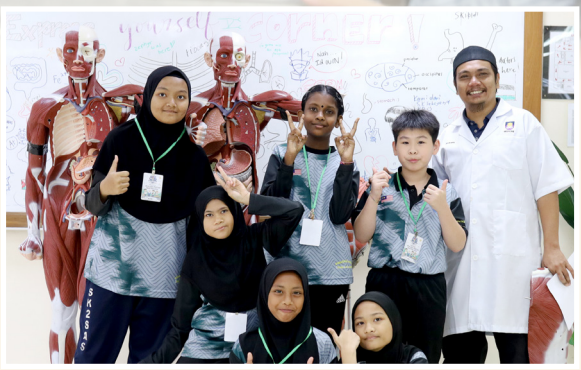
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INSPIRING CURIOSITY THROUGH ANATOMY









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eISSN 2805-4628

BRINGING STEM TO LIFE: UiTM MEDICAL STUDENTS INSPIRE YOUNG LEARNERS

Dr. Norasikin Ab Azis, Dr. Muhammad Nur Azmi Baharuddin, Shafinaz Nasar, Muhammad Ridzuan Taharin & Muhammad Haikal Mansor

Science, Technology, Engineering, and Mathematics (STEM) education plays a vital role in equipping future generations with the knowledge, problem-solving skills, and innovative mindset needed to thrive in an increasingly technology-driven world. Beyond developing scientific literacy, STEM education fosters creativity, collaboration, critical thinking, and problem-solving skills that are essential for the workforce of the future[1,2]. Despite its importance, Malaysia continues to face challenges in attracting students to STEM-related fields. Studies have reported a declining interest in STEM subjects, influenced by factors such as the perceived difficulty of science subjects, limited awareness of STEM career opportunities, and insufficient exposure to engaging, hands-on learning experiences[1,3]. These challenges underscore the need for innovative educational initiatives that make STEM learning more accessible, interactive, and meaningful.



PROJECT team comprising the supervisors and three dedicated Year 2 medical students.

On 3 August 2026, Year 2 medical students from the Faculty of Medicine, Universiti Teknologi MARA (UiTM); Shafinaz Nasar, Muhammad Ridzuan Taharin and Muhammad Haikal Mansor organised a STEM outreach programme at Al-Amin Tropicana School (AATS), Sungai Buloh, as part of their elective project. The programme was conducted under the guidance of faculty supervisors Dr. Norasikin Ab Azis and Dr. Muhammad Nur Azmi Baharuddin, and aimed

to promote interest in STEM through interactive learning experiences. The team extends its sincere appreciation to Ustaz Usaid Mohd Parid, the Headmaster of AATS, for his warm welcome and for providing the opportunity to collaborate with the school community. A total of 54 Primary 5 pupils, selected based on the relevance of their curriculum, participated in the programme. The pupils were divided into three groups and rotated through three learning stations, ensuring that each participant experienced every activity in an engaging and structured manner.

The programme featured three thematic stations focusing on the cardiovascular system, central nervous system, and musculoskeletal system, each facilitated by Year 2 medical students under the supervision of faculty members. At every station, pupils were introduced to anatomical specimens and models through engaging explanations, followed by hands-on activities and interactive quizzes designed to reinforce key concepts. The station-based approach encouraged active participation, curiosity, and collaborative learning while providing pupils with a unique opportunity to explore the human body beyond the classroom. Through this initiative, the programme successfully created an enjoyable and meaningful STEM learning experience, inspiring young learners to appreciate science and its applications in medicine and everyday life.

The overwhelming enthusiasm shown by the pupils underscores the value of interactive STEM



INTERACTIVE teaching session introducing pupils to the cardiovascular systems.

education beyond the traditional classroom. We envision expanding this programme to all primary levels (Primary 1–6), allowing more students to benefit from innovative, hands-on learning experiences. By fostering curiosity, critical thinking, creativity, and problem-solving skills, such initiatives can help cultivate the next generation of STEM enthusiasts and future healthcare professionals.

Sustaining this outreach programme as a recurring initiative will provide continuous exposure to engaging STEM learning while nurturing scientific curiosity, creativity, and critical thinking from an early age. Expanding the programme across primary levels supports SDG 4 (Quality Education) by promoting inclusive, innovative learning and contributes to SDG 3 (Good Health and Well-being) by fostering early understanding of human health and science.

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ENGAGING young minds through fun and interactive STEM learning on the central nervous system.



PUPILS actively participating in an interactive STEM learning session.