



Educational Robotics Clubs in Moroccan Towns: Student Performance and Engagement Outcomes Comparative Study in Egypt

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Abstract

Educational robotics clubs have gained popularity in various regions as a tool for teaching STEM subjects and fostering creativity among students. A comparative study design was employed, involving data collection through questionnaires and observation logs. The sample included students from both countries, ensuring representation across different demographic groups. In Morocco, the proportion of students who showed significant improvement in problem-solving skills was notably higher than in Egypt (35% vs. 20%), while engagement levels were similar (85% vs. 84%). The study highlights differences in educational outcomes and student engagement between Moroccan and Egyptian settings, influenced by socio-economic disparities. Future research should consider implementing targeted interventions to enhance the effectiveness of robotics clubs in low-income communities, particularly focusing on disadvantaged regions. Educational Robotics, Student Performance, Engagement Levels, Morocco, Egypt

Keywords: Morocco, STEM, Robotics, Creativity, Methodology, Engagement Levels, Geographic Distribution

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