

## Undergraduate Research Symposium **May 18, 2018 Mary Gates Hall**

### Online Proceedings

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#### **POSTER SESSION 1**

**Commons West, Easel 22**

*11:00 AM to 1:00 PM*

##### **Student Identity and Academic Self Confidence**

*Natalia Esquivel Silva, Senior, Education, Communities and Organizations*

*McNair Scholar*

*Mentor: Cassady Glass Hastings, College of Education*

The student population in higher education settings continues to become more diverse by increasing the number of Hispanic, Asian/Pacific Islander, Black, and American Indian/Alaska Native students, but the college graduation rate continues to be lower compared to their white counterparts, except for Asian students (National Center For Education Statistics, 2015-2017). The purpose of this research is to understand if student's academic self confidence correlates with various student identities. The principal research questions for this study are: 1) Is there a correlation between student academic self confidence and their racial/ethnic identity? 2) Is there a correlation between student academic self confidence and whether they are disabled or not? 3) Is there a correlation between student academic self confidence and their socioeconomic status? 4) Is there a correlation between student academic self confidence and whether they're first generation or not? 5) Is there a correlation between student academic self confidence and their gender? A secondary data analysis will be conducted. This analysis will test the correlation between student's academic self confidence and their various identities. I hypothesize that there is a positive correlation between students having academic self confidence and identifying with the dominant student population. Furthermore, I predict a positive correlation between students not having academic self confidence and identifying with the minoritized student population. Results from this study can be used by higher education professionals to build identity-conscious leadership development programming in order to promote student self confidence and have a positive impact on graduation rates of students of color.

#### **SESSION 1C**

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##### **BLURRED REALITIES, ETHICAL QUESTIONS AND MEDIA CRITIQUES**

*Session Moderator: Barbara Miller, Art History, Western Washington University*

**MGH 171**

*12:30 PM to 2:15 PM*

\* Note: Titles in order of presentation.

##### **Analyzing Gender Representation in STEM Focused PBS Children's Shows**

*Jade M Selle, Senior, Education, Communities and Organizations*

*Mentor: Cassady Glass Hastings, College of Education*

Public Broadcasting Service (PBS) is using its children's programs to promote STEM career tracks. My research project sought to analyze the representation of male and female identifying characters in PBS science-based programs for children ages 4-10. I collected both quantitative and qualitative data from the following four shows: Cat in The Hat, Magic School Bus, Cyber Chase, and Wild Kratts. These 30 minute animated shows are presented as gender neutral and science focused. My research examined the following questions: 1) The number and ways male-identified versus female-identified characters are represented in leading and supportive roles; 2) How STEM fields are presented as future careers for both genders; 3) The number of STEM learning opportunities presented within each episode; and 4) How children view the gender roles and relationships between characters. Data was collected through two processes. First, I watched multiple episodes of each show and gathered quantitative data, for example; how often females are in leadership roles, how often they generate their own ideas, and are viewed as capable of completing a task. I then co-viewed episodes of each show with children in the intended age range. While co-viewing I made observational notes and asked a set of verbal questions used to engage with the child during the show. Through the co-viewing process and dialogue, I gained insight into how children view gender representation within these shows. This research project further examined the messages children receive regarding STEM learning and careers during the critical time when self image is being developed. In addition, this research highlights the opportunity for further research across

multiple television networks, analyzing gender representation within STEM fields.