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Student perceptions of science, technology, engineering and mathematics (STEM) content and careers.

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Summary: Attitudinal data were gathered from 364 high school students participating in a residential science and mathematics program on a university campus in which participating students finish their last 2 years of high school in conjunction with their first 2 years in college. Instruments employed assessed dispositions toward science, technology, engineering, and mathematics (STEM) content and careers. Dispositions were analyzed in comparison to data gathered on the same instruments from other groups of students and teachers. Findings included that the residential early admissions students had STEM dispositions more similar to STEM professionals and less similar to traditional high school students. Analyses of disaggregated data characteristics based on attributes such as gender are also presented.

Classification: C24 D34 A44

Keywords: STEM dispositions; secondary education; student attitudes; gender studies

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