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Unraveling Gender Bias from Student Evaluations of their High School Physics Teachers ZAHRA HAZARI, GEOFF POTVIN, Department of Engineering & Science Education and Department of Mathematical Sciences, Clemson University, ROBERT TAI, Curry School of Education, University of Virginia, PHILIP SADLER, Science Education Department, Harvard Smithsonian Center for Astrophysics — In this talk, the evaluation of high school physics, chemistry, and biology teachers by their students is examined according to the gender of the student and the gender of the teacher. Female teachers are rated significantly lower than male teachers by male students in all three disciplines, while female students under-rate female teachers only in physics. Interestingly, physics is also the field that suffers the greatest lack of females and has been criticized most for its androcentric culture. The gender bias in teacher ratings persists even after accounting for academic performance, classroom experiences, and family support. Further, male and female teachers in each discipline appear equally effective at preparing their students for future science study in college, suggesting that students have a discipline-specific gender bias. Such a bias may negatively impact female students and contribute to the loss of females in STEM fields.

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