

Abstract Submitted
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Understanding Female Students' Physics Identity Development¹

ZAHRA HAZARI, Florida Intl Univ — While the gender gap in physics participation is a known problem, practical strategies that may improve the situation are not well understood. As physics education researchers, we draw on evidence to help inform us of what may or may not be working. To this end, physics identity has proven to be a useful framework for understanding and predicting participation in physics. Drawing on data from national surveys of college students, case studies in physics classes, and surveys of undergraduate women in physics, we identify strategies that are predictive of female students' physics identity development from their high school and undergraduate physics experiences. These findings will be discussed as well as future directions for using this research to increase the recruitment of women to physics-related careers.

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