

Gender Stereotyping

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Conclusions



Expert Interview Process

The Expert Interview

- ★ Individual group members formulated a minimum of three questions
- ★ Questions combined and coordinated (no duplicates)
- ★ Group coordinator contacted the expert and group members; appointment set up to meet
- ★ Questions were emailed to expert in advance for preparation purposes
- ★ Group members each asked three questions of the expert during interview

INFORMATION GAINED FROM INTERVIEW

- ❑ If you just simply address the problem of stereotyping to someone when encountering it, you can reduce the times of happening.
- ❑ Gender Stereotyping begins in early childhood with: Gender Specific Colors, Gender Specific Toys, Restrictive & Sexualizing Clothing/Shoes for Girls
- ❑ Culturally in the U.S., certain roles and occupations are still somewhat acceptable occupations for women. Specifically in the fields of Mathematics & Science.
- ❑ Keys to Affect Change: Awareness; Advocate; Raise Children Equitably; Recognize Women Pioneers throughout history
- ❑ In educational contexts, gender stereotyping causes female students to be seen as less talented than male students in all areas of science (Leslie et al. 2015) Annual Review of Psychology Vol. 69:275-298 (Volume publication date January 2018)
- ❑ *** The U.S. is culturally behind compared to other countries with the issue of family/maternity leave. Example: Canada offers 1 full year & paternity leave. The world's richest countries offer 1 yr+ paid leave. US/0

Social Action Goal:

- Specific:** Conduct a "Draw a Scientist" experiment on campus.
- Measurable:** Collect Drawings (with optional personal information). Calculate percentages of types of drawings
- Achievable:** Permission from Student Activities required; simple resources, paper & colored pencils.
- Relevant:** Sampling of views of college age & non-traditional students, variety of cultures,, etc.
- Time:** Relatively short time frame/high traffic lunch hours with monitored table and quick calculations.



Research Process

Background Research:

- Watched Several "What Would You Do?" Videos
- ADL Table Talk
 - Supplemental Articles
 - Discussion Questions
 - Supplemental Websites

Topic Selection Process

- Individual Topic Research
- Group Meeting
 - Individual Topic Presentations
 - Group Discussion & Idea Sharing
 - Collaboration of relevant information and importance to our group.
 - Topic Chosen cooperatively



Project Outcomes:

- > Value of Teamwork
- > Communication skills/People skills
- > Collaboration builds insight
- > Compromise leads to balance

Topic Outcomes:

- *Attitudes form at young age
- *Worldwide change begins with individuals
- *Awareness of gender stereotyping/prevalent

Future Project Enhancements:

- *Use video chat format such as WhatsApp
- *Interview more than one expert for additional perspective
- *Prepare & conduct an experiment to coincide with topic statistics

References

References:

- www.youtube.com/channel/UCwolo
- www.adl.org/education/resources/tools-and-strategies/tabletalk
- www.annualreviews.org

Acknowledgements

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