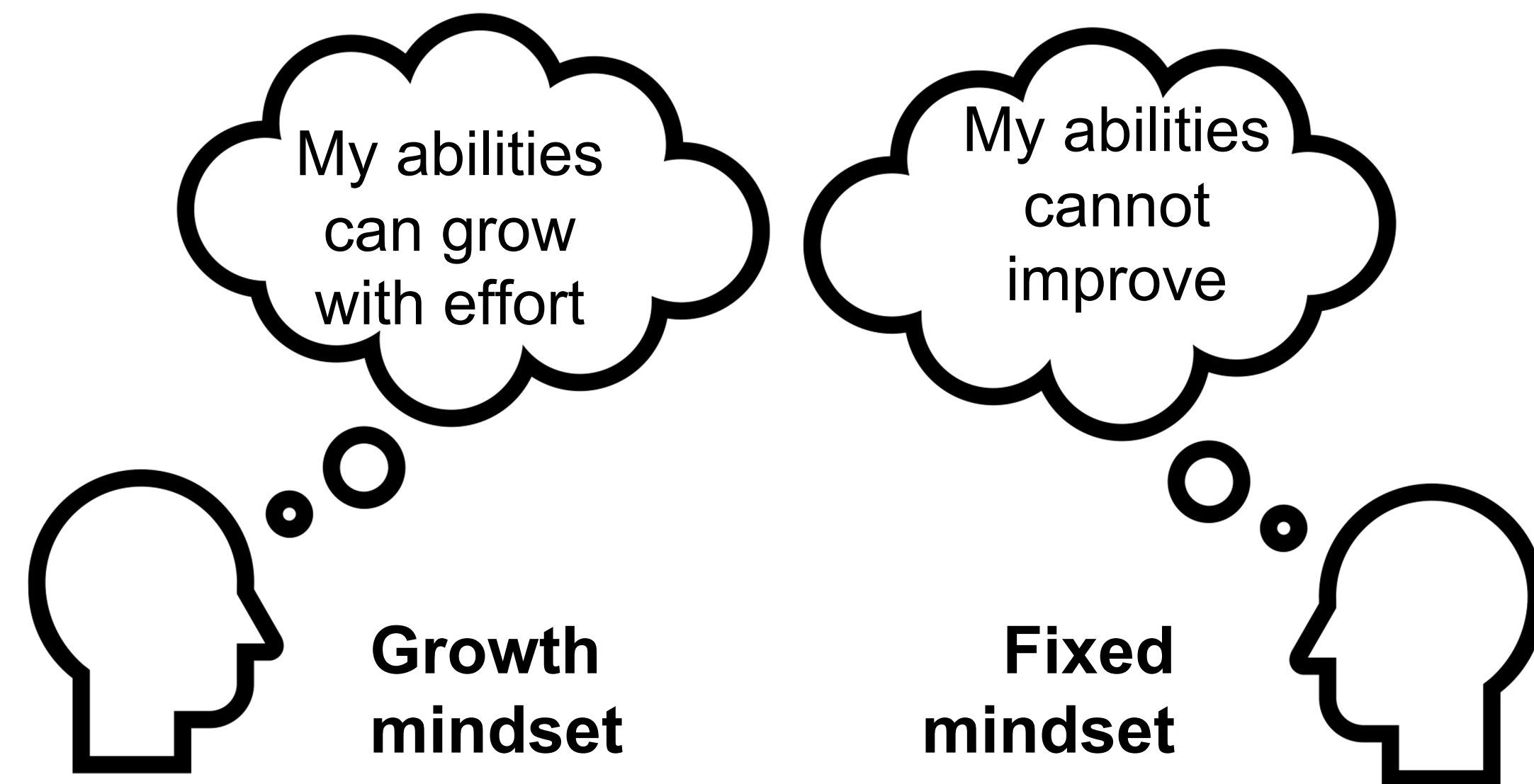


# Blue or Pink? Art or Math? Gender Roles and Children's Implicit Theories of Ability in the Arts and Sciences

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## INTRODUCTION

### Implicit theories of ability



*Individuals possess different beliefs about the malleability of human attributes such as academic ability, also known as implicit theories of ability or ability mindsets (Dweck, 2011)*

### Gender Stereotypes

Boys are good at math.



Boys are smarter than girls.

Girls are good at art.



Women don't belong in STEM.

*Individuals also possess gender stereotypes about subject-specific abilities that might shape ability mindsets (Levine & Pantoja, 2022)*

## RESEARCH QUESTIONS

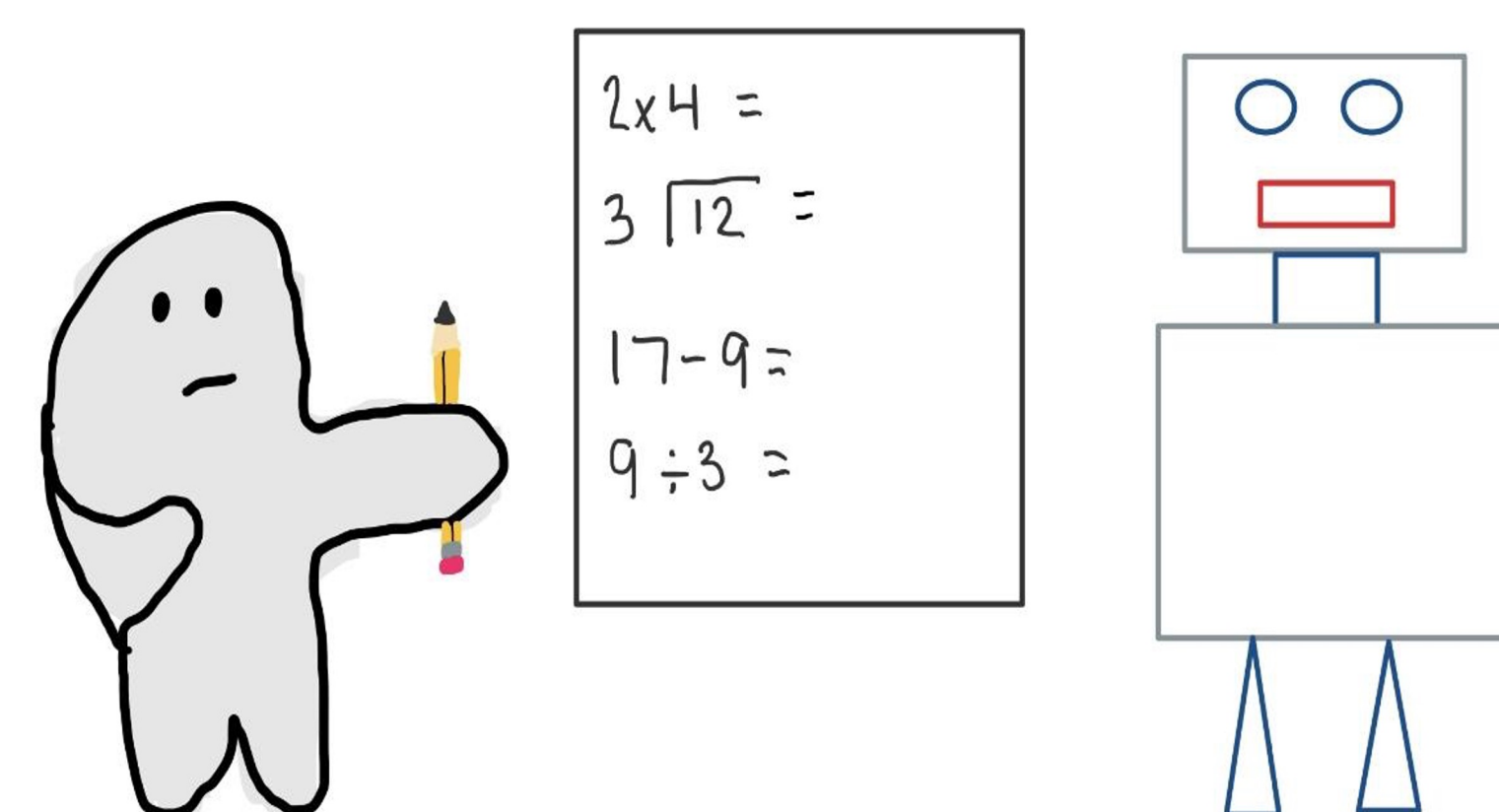
- What beliefs do children have about STEM and art ability?
- Are these beliefs associated with gender stereotypes?

## METHOD

- **Participants:** About 100 children (ages 5 to 11)
- **Measures:** Data will be collected through one-on-one interviews

## INTERVIEW PROTOCOL

Participants will hear stories about gender-neutral characters participating in two subject areas: STEM and art.



Byte is having trouble with math problems and doing experiments.

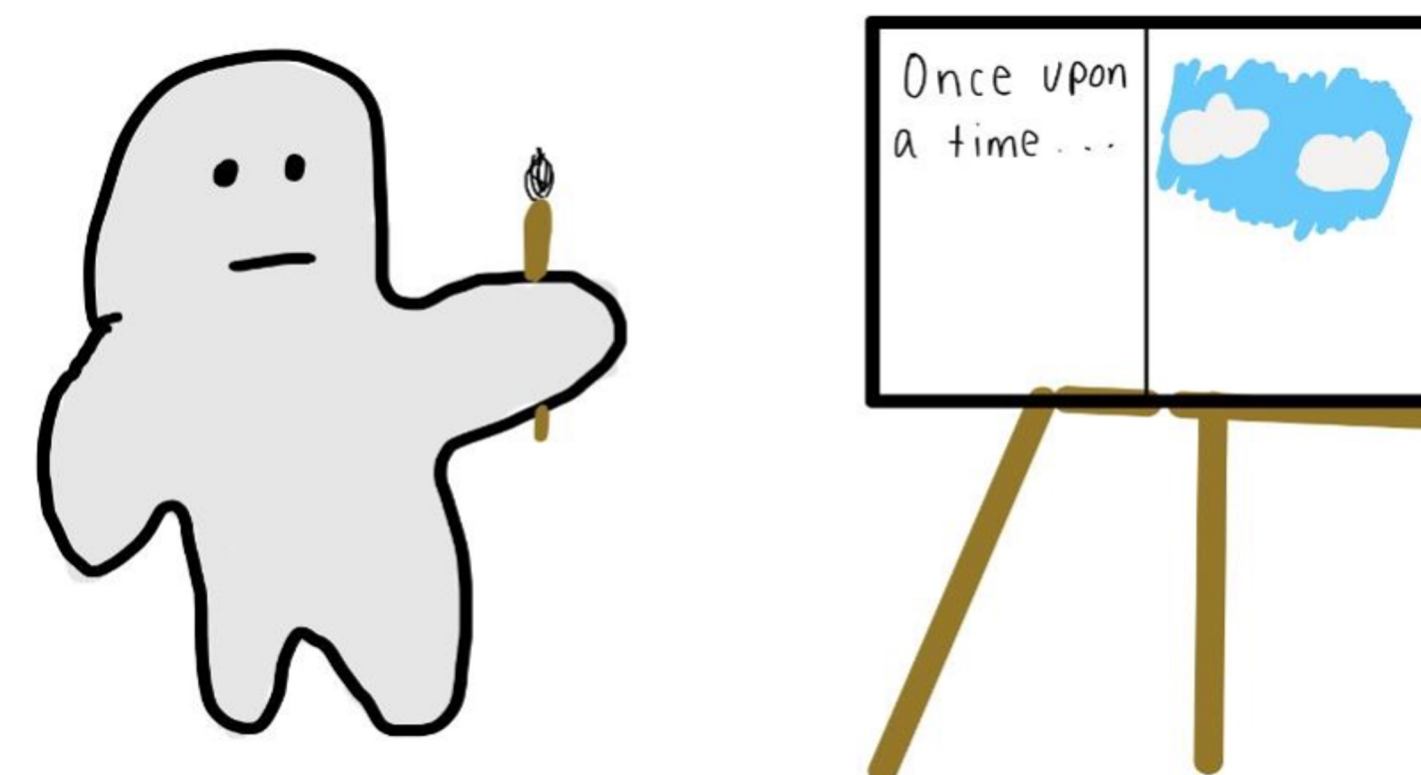
### Questions:

Can Byte get better at building robots?

Can Coodle get better at making books?

### Hypothesis:

Children are more likely to possess a growth mindset (rather than a fixed mindset) about people's abilities



Coodle is having trouble with writing a story and drawing the book characters.

### Questions:

Is Byte a boy or a girl?

Which character is smarter?

Is Coodle a boy or a girl?

### Hypothesis:

Children are more likely to attribute Byte as male and more intelligent, and more likely to attribute Coodle as female and less intelligent

## NEXT STEPS

- Recruit and collect data from children
- Code children's interview responses
- Analyze data using quantitative and qualitative methods

## CONTACT

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