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Bias in peer recognition does not explain differences in how men and women perceive their recognition in physics courses

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Gaining recognition as a physics person from peers is an important contributor to undergraduate students' persistence in physics courses. Previous research has separately demonstrated that women perceive less peer recognition than men (perceived recognition) and that women receive fewer nominations from their peers as strong physics students than men (received recognition). The relationship between perceived and received peer recognition, however, is not well understood. Here we present a large-scale study of over 1,600 introductory physics students at several US institutions. Results show that, for students receiving the same amount of recognition, women report significantly lower perceived recognition than men.

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Live in Kraków (time slot to be allotted based on the programme)

Target education level

University

Category

Formal Education

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