



Contribution ID: 115

Type: **Oral presentations**

Science Identity Development in Early Physics and Chemistry Classes: A Longitudinal Study

Tuesday 27 August 2024 10:30 (20 minutes)

The study takes a comprehensive look at students' educational choices from the perspective of identity. German students are surveyed at three points in time during the initial physics and chemistry lessons. We present the study design and then focus on the quantitative findings. Constructs associated with identity are analysed and corresponding scales are validated. Gender proves to have strong influence on physics- and chemistry-specific constructs surveyed. A decline in constructs such as interest and self-efficacy expectations can be observed during early science classes which will be discussed with regard to students' educational choices.

How would you like to present your contribution?

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

Target education level

Secondary

Category

Formal Education

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