



Equity in the Classroom

Educational opportunities are inequitably distributed, and this leads to discrepancies in academic and career outcomes. I-LABS is working to understand how the science of learning translates to the classroom environment, from preschoolers to adolescents, with a particular focus on how to make all children feel welcome, valued, and empowered in their educational settings.

At a Glance



Infographic: ABC's of Play

<https://bit.ly/3hOJ64h>



Infographic: STEM for All!

<https://bit.ly/34hJW5l>



Clip: Growing and Diversifying the Pipeline

<https://bit.ly/2F98R1b>

Dig Deeper



Video: The Social Classroom

<https://bit.ly/2ZpdE5j>



Video: Social Learners

<https://bit.ly/2FhLNwT>



Op-Ed: Changing education & society to increase women in STEM (from *Scientific American*)

<https://bit.ly/3zytDAi>



Article: Want More Girls to be Interested in Computer Science?

<https://bit.ly/3jFqYdl>

Want to Learn More?

<https://modules.ilabs.uw.edu/outreach>

Read Our Research

Children's language development is improved when classroom instruction uses an interactive, social, and play-based curriculum. These methods led to gains in preschool children's home language as well as in their second language.

Ramirez & Kuhl, 2020, Mind Brain Education

<https://bit.ly/3hOaj7a>

Many factors contribute to children's academic skills, interest, and motivation. In this study, maternal math anxiety contributed to elementary-aged children's beliefs about their own math competence. Closer connections between school and family may lead to more equitable outcomes for all children.

del Rio, Susperreguy, Strasser, Cvencek, Iturra, Gallardo & Meltzoff, 2020, Early. Education & Dev.

<https://bit.ly/32PAKD9>

Inequities in STEM (Science, Technology, Engineering, Math) fields are well-documented, especially with regard to the representation of females. This review paper offers practical suggestions to increase equity.

Master & Meltzoff, 2016, Prospects - UNESCO.

<https://bit.ly/2Fq3Xwa>

Computer science has one of the largest gender disparities in STEM fields. When computer science classrooms remove stereotypical content, such as science fiction posters, and replace it with non-stereotypical items, girls report a greater sense of belonging and are more likely to enroll in the course. Simple changes encourage children's interest in learning.

Master, Cheryan & Meltzoff, 2016, J. Educational Psychol.

<https://bit.ly/3IHUC3u>

School environments influence student achievement. Students of color and students from low income households often attend schools with inadequate structural design elements, like low lighting and poor air quality, which affect learning.

Cheryan, Ziegler, Plaut & Meltzoff, 2014, Policy Insights from Behavioral & Brain Sci.

<https://bit.ly/3jChQ9C>