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Presenting Original Work in High School and its Relation to Intended Area of Study in College

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Presenting Original Work in High School and its Relation to Intended Area of Study in College

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Introduction

- 87% of employers value project based work. 91% value **critical thinking, communication, and problem-solving abilities** over a potential employee's major, ultimately leading the Association of American Colleges and Universities to work with colleges to build these skills (AAC&U, 2015).
- Previously collected data suggests that LEAP Challenge school students were more likely to participate in engaged learning. However, **only 32%** of overall college graduates have reported presenting an original project that lasted over one semester (Gallup, 2014).
- The goal of the study is to identify whether or not there is a significant relationship between students' intended area of study in college and if they engaged in a high school class that allowed them to publicly present original work.
- The data will allow us to comprehend factors of the transitional change and a deeper understanding of what programs may be necessary to implement and evaluate in order to better prepare students when they arrive at college and career readiness.

Method

270 Student Participants

Participants: First-year students from 4 different colleges that participated in the LEAP Challenge program.

23 Question Anonymous Survey

Measures: A survey was sent to 8 colleges, 4 of which participated. Several questions focused on college preparedness including experience with engaged learning, original or capstone projects, and presentation experience. Reflective questions that were focused on included:

- Did you engage in a class requiring a public presentation?
- What is your area of study?

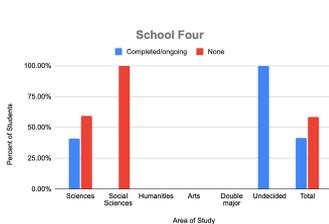
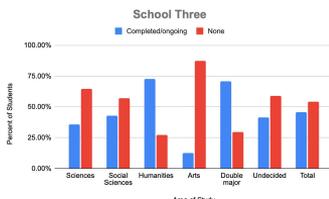
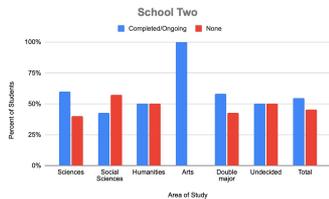
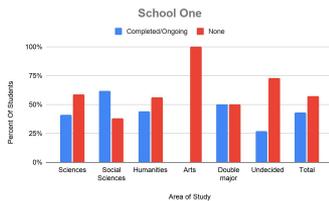
A Focus On Presenting Original Work and Intended Major

Procedure:

Each school leader distributed a qualtrics survey to first-year students, then each participant was invited to reflect on their high school preparation for college by completing the survey.

Question: "While in high school, I engaged in a class requiring me to make a public presentation"

presentation"



Results

- A chi-square test of independence showed that there was **no significant association** between predicted area of study and the extent to which students presented original work in high school. $\chi^2 (4, n=270) = 4.4705, p = .346058$
- 60%** of projected science students at school 2 reported to have participated in presenting original work where less than **50%** of projected science students from schools 1, 3, and 4 participated in presenting
- Within the totals of all four schools, **85%** of students interested in the arts did not complete public presentations in high school. No other notable trends were found within the data of all four schools.

Discussion

There was **no** statistical significance found between intended majors and participation in publicly presenting original work in high school.



Future Directions and Limitations:

- Given our small sample size of four schools, data should not be generalized across all colleges and universities that participate in the LEAP Challenge.
- Despite no significant differences among original work in high school, previous work suggests that there are significant differences in a participant pool of college seniors (Palmerino, Temm, & Townsend, 2019).
- Future studies should examine differences within each school to create a deeper understanding of possible significant differences across disciplines.

Implications:

Schools should continue to focus on the patterns found within intended majors and consider students' intended area of study when developing interventions to ensure equity across the various intended majors and opportunities to present original work.



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