



## Corinne Alfeld, Durham, NC

Corinne has a Ph.D. in educational psychology and has worked in government, non-profit, and university-based settings for the past 10 years, conducting research on equity and access issues in secondary and post-secondary education. She has designed and directed multiple research studies, analyzed large federal datasets, and presented her research findings to a variety of audiences. While trained as an academic researcher, Corinne is comfortable interacting with teachers, administrators, and students and particularly enjoys translating research findings into information that practitioners and policymakers can use.

**Website:** [www.duke.edu/~ca30](http://www.duke.edu/~ca30)

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### Workshop Topics:

#### **Why Girls Don't Choose STEM Careers**

I will first present statistical data on female representation in traditionally “male-typed” occupations (including STEM). I will then present competing theories of why girls don't choose STEM fields, followed by research findings from a longitudinal study that followed girls' academic attitudes and career aspirations from high school through college. I will offer some conclusions and suggestions for educators and open it up for audience input.

Audience: Career counselors, STEM teachers and instructors, administrators, parents

Format: Engaging presentation of research findings with time for discussion

Length: 30-45 minutes + Q&A

## Factors Influencing Students' Choice of Major and Career

I will begin with a short overview of the purpose and then have small groups brainstorm from their experience. I will then lead a discussion of group contributions and synthesize them with theory and research from the field of career development (paying special attention to STEM fields).

Audience: Career counselors, teachers, administrators, parents, students

Format: Small group sessions followed by lecture and discussion

Length: 1 hour

## Special Considerations for Gifted Girls

This session will begin with some initial audience participation regarding their experience with, observations of, and beliefs about gifted girls. I will then present findings from research on gifted girls (who are ideal candidates for STEM careers) on the special issues that they face emotionally, socially, and academically. We will end with a group discussion about what kind of support they need and how to provide it.

Audience: Counselors, STEM teachers and instructors, administrators, parents

Format: Synthesis of research findings with time for discussion

Length: 45 minutes to an hour

## Selected Publications:

Alfeld, C., Stone, J. R., Aragon, S. R., Hansen, D.M., Zirkle, C., Connors, J., Spindler, M., Romine, R. S., Woo, H.J. (2007). *Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience*. University of Minnesota: National Research Center for Career and Technical Education. [www.nccte.org](http://www.nccte.org)

Stone, J. R., Alfeld, C., Pearson, D., Lewis, M., & Jensen, S. (2006). *Building Academic Skills in Context: Testing the Value of Enhanced Math Learning in Career and Technical Education*. University of Minnesota: National Research Center for Career and Technical Education. [www.nccte.org](http://www.nccte.org)

Eccles, J., & Alfeld, C. (2007). Not you! Not here! Not now! Barriers to talent development. In R. K. Silbereisen and R. M. Lerner (Eds). *Approaches to Positive Youth Development*. London: Sage Publications.

Frome, P.E., Alfeld, C.J., Eccles, J.S., & Barber, B.L. (2006). Why don't they want a male-typed job? An investigation of young women who changed their occupational aspirations. *Educational Research and Evaluation*, 12(4), 359-372.

## Contracts:

Participant in a NASA Education Summit on attracting high achieving students to STEM careers  
NASA Explorer Schools Program – advisory board member  
NCES Technical Panel member, NAEP High School Transcript Study  
National Articulation and Transfer Network (NATN) – report on transfer behaviour of minority students at community colleges  
Work Group Member, ACTE Business-Education Partnership  
Ad-hoc research projects for the Wilder Foundation and Good Reason Consulting, Inc., Minneapolis, MN

## Awards/Grants:

2005 National Academy of Education/ Spencer Foundation Fellowship: *Trajectories of the School-to-Work Transition: Effects of Educational Structure on the “Forgotten Half”*  
2002 NAEP Research Grant, U.S. Department of Education (awarded to UNCF): *The Trickle-Down Effect: How Teacher Quality and Recruitment Practices Affect the Achievement of African American Students in a 3-State Metropolitan Area*  
2001 American Educational Research Association/ NCES Research Grant: *African American HBCU Students Who Began at Community Colleges*

## Qualifications:

B.A. Psychology  
M.A. Developmental Psychology  
Ph.D. Education and Psychology  
Training at NCES in using various statistical databases

## Member:

American Educational Research Association (AERA)  
American Career and Technical Education Research Association (ACTERA)  
American Association of Community Colleges (AACC)  
Association for Career and Technical Education (ACTE)  
Society for Research on Adolescence (SRA)  
Society for Research on Child Development (SRCD)  
Ad-hoc reviewer, Educational Psychology Review  
Ad-hoc reviewer, Developmental Psychology  
Ad-hoc reviewer, Journal of Adolescent Research  
(former) Editorial Board member, Journal of Career and Technical Education Research

