

Research question

Do participants exhibit higher engagement levels when watching instructional math videos featuring a female-presenting animated instructor of the same race as the participant?

Methods

Participants watched a video about least common multiples taught by either a female-presenting animated instructor of the same race (e.g., Black participant and Black instructor), a different race (e.g., Black participant and White instructor), or by a disembodied voice-over in an animated video. During the video, participants were probed three times for task-unrelated thought, difficulty disengaging, and valence. After watching the video, participants answered math questions and completed a demographic survey.

Summary of findings

There were no differences in engagement based on race. Participants who identified as female were more likely to experience task-unrelated thought overall compared to male-identifying participants. Participants who identified as female rated the animated instructors as more trustable and as providing more trustable information.