Chess Empowers Young Females in the Classroom

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Currently approved research from UW HSRA about engagement of young females in the chess club, this research seeks to understand factors that support them to continue staying engaged in the chess club. The second model of this qualitative research is to explain the factors that influence them to drop out of the chess club. The presenter integrated new learning and teaching style of teaching chess and her analysis of the told stories of young females could challenge the education perspectives of how young female’s participation in the challenging and competitive environment. Moreover, this research results might highlight similar strategies or point out novice teaching styles that were exercised in this research. By engaging more participation of the young females in chess club, this model could suggest tips for using in the classroom, motivating them to strive in the business atmosphere and in the activities, where participation by females is significantly less.

Although this research is performed in the Edmonds School District, the presenter has a strong background: teaching chess for ten years in the elementary public, private, and gifted schools, in Seattle and Bellevue areas. She represented AmeriCorps from UWB in the public library. She is connected internationally in the chess-educating network. In addition, the presenter is bringing rich data and feedback from the Second Koltanowski Conference on Education and Chess Conference & 92nd NCSS Conference.