W3: EDD Element A Interview Experts

Interview Information

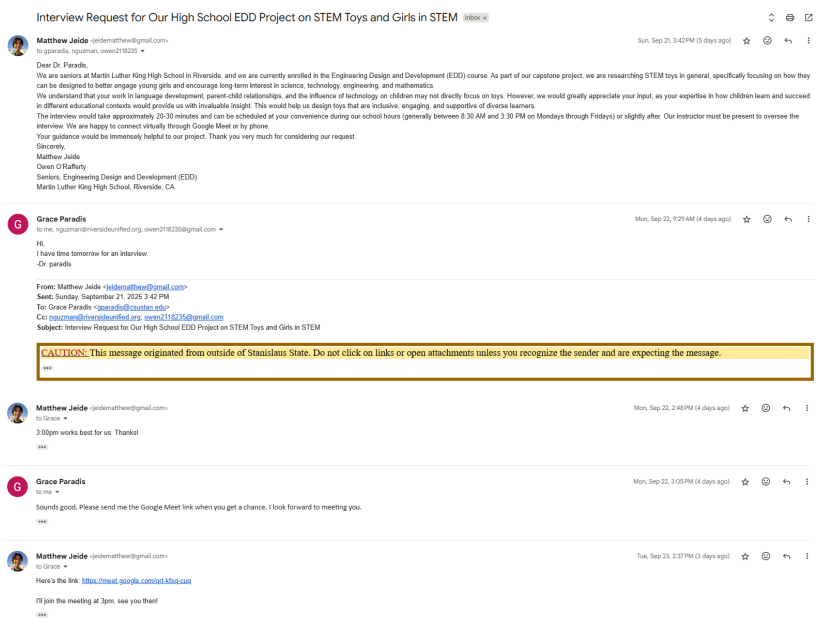
(minimum of two per team member)

Meeting Date: 9/23/25 Meeting Location: Virtual Meet (Google Meet)

Team Members Attending: Matthew Jeide

Problem Statement:

First Name Last Name	Grace Paradis
Field of Study	Child Development
Consultant WorkSite/Role	Assistant Professor at California State University, Stanislaus
Contact Information	Phone: 209/667-3685 Email: gparadis@csustan.edu
Date Scheduled and Time	9/23/25 at 3:00pm
Type of Interview*	Google Meet, attached is a voice recording of the interview: https://drive.google.com/file/d/1UqPOKFfSiqu1yrGk7lHY0s_uxDI81Xpw/view?usp=sharing
Questions and Response Summary	Questions 1. How does gendered marketing influence parent–child interaction with STEM toys? 2. What strategies can help avoid gender stereotypes while still appealing to both boys and girls? 3. Would dual marketing (gender-neutral + “STEM for girls”) be beneficial in reaching a wider audience? 4. What types of toys (construction, coding, robotics, etc.) are most effective in sparking interest in STEM? 5. How can parental involvement be encouraged without overwhelming parents? 6. What role do cost and accessibility play in toy adoption, and what price range is most competitive? Obstacles 1. Socialization and ingrained gender norms influencing parents’ choices. 2. Cultural bias (girls more accepted playing with “boy” toys than the reverse). 3. The challenge of making toys “neutral” without losing appeal. 4. Parental familiarity with STEM (e.g., coding) may limit what they buy. 5. Market saturation with “STEM” toys of varying quality and price.

Voice of the **Expert**	The expert emphasized that children do not inherently differ in STEM ability; disparities come from socialization and cultural expectations. They recommended neutral or mixed-color design to avoid reinforcing stereotypes, and suggested dual marketing (neutral + “STEM for girls”) could expand reach. They also highlighted the critical role of parents, their comfort with the subject matter strongly impacts what they purchase and how engaged they are. Toys that provide co-play guidance and easy entry points for parents lower barriers to use. The expert stressed cost competitiveness (lower price point) as important for accessibility, while reminding that almost any toy (e.g., blocks, Legos) can inherently teach STEM concepts.
Evident of the Interview	 Interview Request for Our High School EDD Project on STEM Toys and Girls in STEM Matthew Jeide <jeidematthew@gmail.com> to gparadis, nguzman, owen2118235 Sun, Sep 21, 3:42 PM (5 days ago) Dear Dr. Paradis, We are seniors at Martin Luther King High School in Riverside, and we are currently enrolled in the Engineering Design and Development (EDD) course. As part of our capstone project, we are researching STEM toys in general, specifically focusing on how they can be designed to better engage young girls and encourage long-term interest in science, technology, engineering, and mathematics. We understand that your work in language development, parent-child relationships, and the influence of technology on children may not directly focus on toys. However, we would greatly appreciate your input, as your expertise in how children learn and succeed in different educational contexts would provide us with invaluable insight. This would help us design toys that are inclusive, engaging, and supportive of diverse learners. The interview would take approximately 20-30 minutes and can be scheduled at your convenience during our school hours (generally between 8:30 AM and 3:30 PM on Mondays through Fridays) or slightly after. Our instructor must be present to oversee the interview. We are happy to connect virtually through Google Meet or by phone. Your guidance would be immensely helpful to our project. Thank you very much for considering our request. Sincerely, Matthew Jeide Owen O'Rafferty Seniors, Engineering Design and Development (EDD) Martin Luther King High School, Riverside, CA Grace Paradis to me, nguzman@riversideunified.org, owen2118235@gmail.com Mon, Sep 22, 9:29 AM (4 days ago) Hi, I have time tomorrow for an interview. -Dr. paradis From: Matthew Jeide <jeidematthew@gmail.com> Sent: Sunday, September 21, 2025 3:42 PM To: Grace Paradis <gparadis@csustan.edu> Cc: nguzman@riversideunified.org; owen2118235@gmail.com Subject: Interview Request for Our High School EDD Project on STEM Toys and Girls in STEM CAUTION: This message originated from outside of Stanislaus State. Do not click on links or open attachments unless you recognize the sender and are expecting the message. Matthew Jeide <jeidematthew@gmail.com> to Grace Mon, Sep 22, 2:48 PM (4 days ago) 3:00pm works best for us. Thanks! Grace Paradis to me Mon, Sep 22, 3:05 PM (4 days ago) Sounds good. Please send me the Google Meet link when you get a chance. I look forward to meeting you. Matthew Jeide <jeidematthew@gmail.com> to Grace Tue, Sep 23, 2:37 PM (3 days ago) Here's the link: https://meet.google.com/qrt-kfsq-cuq I'll join the meeting at 3pm, see you then!

Notes: Meeting #1

Main focus: designing an educational STEM toy that avoids gender stereotypes while remaining accessible.

Gender & marketing

- Boys and girls show no inherent STEM differences; disparities come from socialization and cultural expectations.
- Packaging and colors strongly influence parent/child perception.
- Expert recommended neutral or mixed-color designs and possibly dual marketing (“STEM for girls” + neutral) to capture wider audience.

Parental involvement

- Parents play a HUGE role in how kids use STEM toys.

- Some parents may lack STEM familiarity (esp. coding), so toys should lower the barrier to entry.
- Include simple co-play guides to help parents engage without extra effort.

Toy type

- No single “best” category; construction, robotics, coding all work.
- Even simple toys (Legos, blocks) count as STEM by teaching problem-solving and physics.

Cost

- Price is a big factor; competitive range is $20–$40.
- Expensive toys ($100+) often don’t provide more learning value and can alienate buyers.

Market reality

- “STEM” label is slapped on almost everything. Need to prove authentic educational value.

Next steps:

- Consider neutral design + optional targeted marketing.
- Prototype should encourage parent-child interaction and be affordable, accessible, and genuinely educational.

*Proof of video call: Must ask for permission to take a screenshot of the screen.