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Abstract

The purpose of my project is the following, are the number of individuals that choose to address energy (supply or demand) or environmental degradation statistically significant with the amount of energy lectures they were exposed to in high school courses?

In my project I am connecting energy (supply or demand) and environmental degradation with educational reform in an effort to; minimize social hysteria, augment the quantity of young adults entering the energy field, and fight for the United States to rise in the ranks. An article written by Jon Palfreman supports my argument of this social hysteria and how the "Opposition to nuclear energy is on irrational fear fed by Hollywood-style fiction, the Green lobbies and the media". Jon's publication "A Tale of Two Fears" will assist me in proving that there is a nuclear hysteria. Furthermore, as a Nuclear Regulatory Commission Scholar I can honestly say that the technology and intelligence is present in the energy field. But what it needs is popularity.

I will be using data that was collected from a survey called SaGE that is titled (Sustainability and Gender in Engineering). I will utilize a coding program called "RStudio", with the guidance of my mentor Geoff Potvin; I will pursue statistically significant trends using binary logistic regression models that agree/disagree with my hypothesis.

I expect that the first problem will be that there will be no immediate significance between exposure to energy discussions in high school and young adults selecting to address energy (supply/demand) in their careers. However, this is where I will control for certain factors (i.e. GPA) in "RStudio". Lastly, I will be using binary logistic regression in "RStudio" to prove

the significance of energy related discussions which will provide evidence for education reform

to increase occurrence of energy-related discussions in high-school curriculum.