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**Mathematics competitions and gender issues: a case of the Virtual Marathon.**

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From the introduction: In today's technologically enhanced world mathematics competitions become available to more students who are interested in challenging tasks. In this paper we look at gender-related issues pertinent to participation in the Virtual Mathematical Marathon over two years. Our study concentrates on the following questions: what were boys' and girls' participation patterns and how successful were they in online problem-solving competition. The Virtual Mathematical Marathon is an online competition open to everybody who is interested in solving challenging problems over a long period of time. As an extension of the virtual interactive learning community CAMI (Chantier d'Apprentissages Mathématiques Interactifs), the Marathon provides grade 3-9 students with challenging mathematical problems. Besides CAMI's regular problem of the week activity that was conducted over the school year, we developed a long-term summer competition for young students who may have interest in solving more challenging tasks in a form of competition. A new section became available in summer 2008 and since that time, four summer rounds have been organized.

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