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Women in mathematics: a nested approach.

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Summary: In this article, we present a case study of a course called Women in Mathematics. Students in the course studied the lives and the mathematical contributions of women mathematicians throughout history, as well as current gender equity issues in the study of mathematics and in mathematical careers. They also mentored 20 middle school girls throughout the semester. This nested strategy (with the professor providing an environment where the college students could appreciate math, and they, in turn, creating the same for middle school girls) resulted in improvements in both the college students' and middle school girls' attitudes towards mathematics.

Classification: C65

Keywords: women in mathematics; mentoring; education; STEM

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