Single sex mathematics classes: a critical analysis of the impact at a secondary school.

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Summary: Single sex classes have recently been emphasized as an effective way to promote mathematics learning. Despite their popularity, the research on the effectiveness of such programs is mixed underscoring the need for additional research and discussion. This research is set in one of the twenty-five largest public school systems in the United States, where schools have recently been allowed to begin instructional initiatives with same sex classes in mathematics. Preliminary data on the effectiveness of one program will be highlighted. Achievement data, compared to traditional classes, will be considered to demonstrate the academic effectiveness of the project. Qualitative data analysis will provide a rich description of the affective issues relative to this innovation. The current project will be framed in critical analysis of the research literature and will discuss the potential benefits and disadvantages both from this current project and from the related literature.

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