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Preservice teachers examine gender equity in teaching mathematics.

Teach. Child. Math. 13, No. 7, 388-395 (2007).

From the text: It is essential that mathematics teachers engage all students in developing a deep understanding of mathematics by seeking to eliminate inequitable teaching practices. In this article, I discuss aspects of gender equity that exist in mathematics classrooms, describe a project that I use with preservice elementary school teachers to help them recognize possible inequitable practices, and share ways of adapting this project to address other aspects of inequitable practice.

Classification: C60 D30 A40 B50

Keywords: gender differences; coeducation; preservice teacher education; communication, teacher student interaction; inequity; teaching methods; primary education; sociocultural aspects; teacher characteristics