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Personal beliefs and gender gaps in mathematics.

Oesterle, Susan (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 3. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-363-0/v.3). 193-200 (2014).

Summary: We report data, gathered in Madrid, Spain, from two groups aged 20–39: one group comprised pedestrians stopped in the city streets, the other consisted of university students, specifically prospective primary school teachers [PPST]. It was found that the PPST were generally more negative than members of the general public about mathematics and its importance. Overall, there was relatively little evidence of gender stereotyping. However, when found, the traditional male stereotype prevailed.

Classification: C20 C60

Keywords: beliefs; gender differences; stereotypes; importance of mathematics