

ZMATH 1998f.03932

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Gender differences in cognitive and affective variables during two types of mathematics tasks.

Pehkonen, Erkki, 21. conference of the International Group for the Psychology of Mathematics Education. ,. 262-269 (1997).

In this study gender differences in cognitive (performance, solution strategies) and affective variables (confidence, persistence following failure) were studied. Subjects were sixth-grade students (ages 11–12) who were observed when working on two types of mathematics tasks: algorithms versus applied problems. Results demonstrated gender differences in cognitive and affective variables with respect to applied problems only. Girls perceived lower confidence compared to boys, and also compared to their own confidence while solving algorithms. Our data suggest that performance alone does not account for differences in confidence. Analyses revealed that boys were inclined to be overconfident, whereas girls were inclined to be underconfident.

Classification: C63