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Smanatha A. McGlennen

Indiana University - Purdue University Fort Wayne

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GENDER AND MATHEMATICS
Samantha A. McGlennen
Sponsor: Dr. Sheena Choi
Department of Education
Indiana University-Purdue University Fort Wayne

Historically, women have been excluded from the field of mathematics. Great strides have been made in this regard. This research was done to inform current and future teachers about the tendencies people might have to discriminate unknowingly against their female students. The information was gathered by searching the academic sources from EBSCO via the Helmke Library link on IPFW’s Website. Academic Search Elite and Professional Development Collection were the databases used. Eleven articles were retrieved and analyzed. Research shows that girls are more involved, but still lagging behind, in mathematics participation in the higher grades and professionally. Reasons for this are varied and speculated upon: girls have different solution strategies than boys; societies impact on which careers are considered female appropriate; textbook and historical examples of men further reflecting the male dominance of mathematics; etc. This information arms teachers with the knowledge that girls need to be encouraged in the field of mathematics. Some helpful hints include giving boys and girls equal opportunities for classroom participation, using textbooks that use both males and females in their illustrations, and including historical examples of women, as well as, men when referring to those that have impacted the field of mathematics. By knowing gender inequity still exists, teachers can take steps to ensure their students will have every opportunity for success in their classroom and, hopefully, in life.