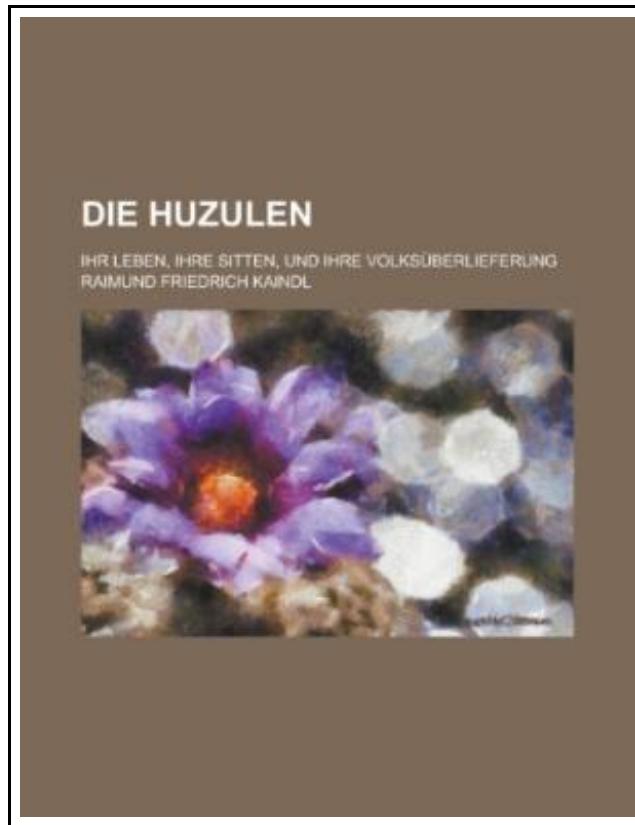


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 56 pages. Original publisher: Washington, D. C. : U. S. Dept. of Education, National Center for Education Research, Institute of Education Sciences, 2007 OCLC Number: (OCoLC)173666437 Subject: Girls -- Education -- United States. Excerpt: . . . Encouraging Girls in Math and Science table 2. recommendations and corresponding Levels of evidence to support each recommendation Level of evidence 1. Teachers should explicitly teach students that academic abilities are expandable and improvable in order to enhance girls beliefs about their abilities. Students who view their cognitive abilities as fixed from birth or unchangeable are more likely to experience decreased confidence and performance when faced with Moderate difficulties or setbacks. Students who are more confident about their abilities in math and science are more likely to choose elective math and science courses in high school and more likely to select math and science-related college majors and careers. 2. Teachers should provide students with prescriptive, informational feedback regarding their performance. Prescriptive, informational feedback focuses on strategies, effort, and the process of learning (e. g. , identifying gains in Moderate childrens use of particular strategies or specific errors in problem solving). Such feedback enhances students beliefs about their abilities, typically improves persistence, and improves performance on tasks. 3. Teachers should expose girls to female role models who have achieved in math or science in order to promote positive beliefs regarding womens abilities in math and science. Even in elementary school, girls are aware of the stereotype Low that men are better in math and science than women are. Exposing girls to female role models (e. g. , through biographies, guest speakers, or tutoring by older female students) can invalidate these stereotypes. 4. Teachers can foster girls long-term interest...



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