

Disc

Education



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Here Here Here Here Overcoming Gender Gaps in Science and Math Education The proposed difference between male and female abilities in science and math has been a source of controversy for many years. While the evidence appears to suggest that there is a tendency for fewer females to excel in these subjects, the case for an actual deficit in ability is a completely different story. Female and male potential for scientific achievement is most likely even on average, but other factors result in the inhibition of scientific/mathematical skills development for females throughout the educational process.

As discussed in Martins 2011 book (246), there is a gender bias that exists in virtually every aspect of science instruction This results in the under-representation of women in related industries, including education, which only serves to further the problem. Methods to overcome this issue must therefore be focused on removing the bias from the classroom, rather than attempting to eliminate a non-existent weakness among females. This is no easy task, as inequality has permeated practically all fields of science and math, requiring the evaluation of everything from the delivery of education to the validity of the information that is presented.

Removing the gender bias in classroom science can (and should) be addressed in many ways. Including a feminist pedagogy to the instruction approach will help to identify problem areas that need to be altered, while ensuring equal considerations to famous females in the field provides a tactical approach. These methods should help all students by setting the example that they do not need to fit a particular stereotype in order to succeed in science and math.

Work Cited

<https://assignbuster.com/disc/>

Martin, David Jerner. Elementary science methods: A constructivist approach.
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