

## Further Reading Recommendations

**In order to further explore making sense of mathematics for girls we recommend the following books, articles, and resources to learn more about the gender achievement gap in mathematics.**

Breda, T., Jouini, E., & Napp, C. (2018). Societal inequalities amplify gender gaps in math. *Science*, 359(6381), 1219–1220.

Kollmayer, M., Schober, B., & Spiel, C. (2018). Gender stereotypes in education: Development, consequences, and interventions. *European Journal of Developmental Psychology*, 15(4), 361–377.

National Science Board. (2018). *Early gender gaps in mathematics and teachers' perceptions*. Accessed at [www.nsf.gov/statistics/2018/nsb20181/assets/481/early-gender-gaps-in-mathematics-and-teachers-perceptions.pdf](http://www.nsf.gov/statistics/2018/nsb20181/assets/481/early-gender-gaps-in-mathematics-and-teachers-perceptions.pdf) on August 22, 2018.

Pearson, N. (n.d.). Different for girls? *International Teacher Magazine*. Accessed at <https://consiliumeducation.com/itm/2018/06/29/different-for-girls> on August 22, 2018.

Stoet, G., & Geary, D. C. (2018). The gender-equality paradox in science, technology, engineering, and mathematics education. *Psychological Science*, 29(4), 581–593.

**Refer to the following resources to learn more about perceptions of girls as learners of mathematics.**

Hyde, J. S., Canning, E. A., Rozek, C. S., Clarke, E., Hulleman, C. S., & Harackiewicz, J. M. (2017). The role of mothers' communication in promoting motivation for math and science course-taking in high school. *Journal of Research on Adolescence*, 27(1), 49–64.

Leonard, J. (2008). *Culturally specific pedagogy in the mathematics classroom: Strategies for teachers and students*. New York: Routledge.

Levine, G. (2013, October 25). *Closing the gender gap: Increasing confidence for teaching mathematics*. Proceedings from the 44th Annual Conference of the Northeastern Educational Research Association, Rocky Hill, Connecticut. Accessed at [https://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1006&context=nera\\_2013](https://opencommons.uconn.edu/cgi/viewcontent.cgi?article=1006&context=nera_2013) on August 28, 2018.

Wang, M. T., & Degol, J. L. (2017). Gender gap in science, technology, engineering, and mathematics (STEM): Current knowledge, implications for practice, policy, and future directions. *Educational Psychology Review*, 29(1), 119–140.

**Refer to the following resources to learn more about possibilities for girls in mathematics.**

Amelink, C. T. (2012). Female interest in mathematics. In B. Bogue & E. Cady (Eds.), *Apply Research to Practice (ARP) resources*. Accessed at [www.engr.psu.edu/AWE/ARPResources.aspx](http://www.engr.psu.edu/AWE/ARPResources.aspx) on September 17, 2018.

Gojak, L. M. (2013). *Partnering with parents*. Accessed at [www.nctm.org/News-and-Calendar/Messages-from-the-President/Archive/Linda-M\\_-Gojak/Partnering-with-Parents](http://www.nctm.org/News-and-Calendar/Messages-from-the-President/Archive/Linda-M_-Gojak/Partnering-with-Parents) on August 31, 2018.

- Gresalfi, M. S., & Chapman, K. (2017, April). *Recrafting manipulatives: Toward a critical analysis of gender and mathematical practice*. Paper presented at the 9th International Mathematics Education and Society Conference, Volos, Greece.
- Rellensmann, J., & Schukajlow, S. (2017). Does students' interest in a mathematical problem depend on the problem's connection to reality? An analysis of students' interest and pre-service teachers' judgments of students' interest in problems with and without a connection to reality. *ZDM Mathematics Education*, 49(3), 367–378.
- Soni, A., & Kumari, S. (2017). The role of parental math anxiety and math attitude in their children's math achievement. *International Journal of Science and Mathematics Education*, 15(2), 331–347.

**Refer to the following resources to learn more about priorities for teaching girls mathematics.**

- Dennehy, T. C., & Dasgupta, N. (2017). Female peer mentors early in college increase women's positive academic experiences and retention in engineering. *Proceedings of the National Academy of Sciences*, 114(23), 5964–5969.
- Kiwanuka, H. N., Van Damme, J., Van Den Noortgate, W., Anumendem, D. N., Vanlaar, G., Reynolds, C. et al. (2017). How do student and classroom characteristics affect attitude toward mathematics? A multivariate multilevel analysis. *School Effectiveness and School Improvement*, 28(1), 1–21.
- Miller, A. D., Ramirez, E. M., & Murdock, T. B. (2017). The influence of teachers' self-efficacy on perceptions: Perceived teacher competence and respect and student effort and achievement. *Teaching and Teacher Education*, 64, 260–269.
- Nurlu, Ö. (2017). Investigation of teachers' mathematics teaching self-efficacy. *International Electronic Journal of Elementary Education*, 8(1), 21–40.
- Perez-Felkner, L., Nix, S., & Thomas, K. (2017). Gendered pathways: How mathematics ability beliefs shape secondary and postsecondary course and degree field choices. *Frontiers in Psychology*, 8, 386.
- Salikutluk, Z., & Heyne, S. (2017). Do gender roles and norms affect performance in maths? The impact of adolescents' and their peers' gender conceptions on maths grades. *European Sociological Review*, 33(3), 368–381.
- Steinke, J. (2017). Adolescent girls' STEM identity formation and media images of STEM professionals: Considering the influence of contextual cues. *Frontiers in Psychology*, 8, 716.
- Stoehr, K. J. (2017). Mathematics anxiety: One size does not fit all. *Journal of Teacher Education*, 68(1), 69–84.