

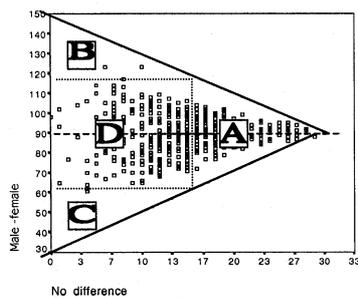
METHODOLOGICAL CONSIDERATIONS ON GENDER STEREOTYPES

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The aim of this poster is to present a new methodological tool for analyzing the Who and Mathematics (WM) -instrument developed by Forgasz (2001) and Leder (2001) and to get an integrated view about mathematics as a gendered domain. Our methodological contribution is based on diagrammatic model inspired by Donald Wolfe (1959), who investigated family authority structure. The data used for this methodological development was gathered from two Finnish schools. The total number of 7th grade students was 508.

The gendered domain is divided into two dimensions. The x-axis represents the gender-free values (GF). The GF -score is determined by the number of items which are answered „no difference between boys and girls“. The possible maximum score



on this dimension is 30. It would indicate that mathematics is completely gender neutral domain to the student. The y-axis represents the male - female dimension (MF), with female dominant in the top and male dominant at the bottom. The MF-score is based on the sum of the numerical codes across the 30 items in the instrument and it ranges from 30 to 150.

Figure shows the diagrammatic model of the theoretical distribution on genderedness on these dimensions. The dotted line divides the genderedness into four types. Domain A can be seen as neutral domain. Domain B represents female and domain C male domain. Domain D can be seen as a indifferent domain – some aspects of mathematics are seen more female or more male. With help of this model we can consider, how genderedness is divided in our sample on the whole. We can make diagrams on various groups. We believe, this model gives a promising tool to compare international samples, too.

References:

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- Wolfe, D. M. (1959). Power and authority in the family. In D. Cartwright (ed.) *Studies in social power*. Ann Arbor: University of Michigan.