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| 1. Record Nr. | UNINA9910450424503321 |
| Autore | Francis Becky |
| Titolo | Boys, girls and achievement : addressing the classroom issues / / Becky Francis |
| Pubbl/distr/stampa | London ; ; New York : , : RoutledgeFalmer, , 2000 |
| ISBN | 1-280-32871-1 1-134-57922-5 0-203-13645-4 0-203-16978-6 |
| Descrizione fisica | 1 online resource (177 p.) |
| Disciplina | 306.43 |
| Soggetti | Sex differences in education Academic achievement Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references (p. [158]-164) and index. |
| Nota di contenuto | Book Cover; Title; Contents; List of tables; Acknowledgements; Introduction; Gender and Achievement: A Summary of Debates; Theoretical Perspectives of Gender Identity; Gendered Classroom Culture; Young People's Constructions of Gender and Status; Young People's Talk about Gender and Studentship; Young People's Views of the Importance of Gender and Education for their Lives; Young People's Talk about Gender and Behaviour; Discussion: Gender, Achievement and Status; Teaching Strategies for the Future; Interview Schedule; Transcript Conventions; Attributes of an Ideal Pupil; Notes; References Index |
| Sommario/riassunto | Girls are now out-performing boys at GCSE level, giving rise to a debate in the media on boys' underachievement. However, often such work has been a 'knee-jerk' response, led by media, not based on solid research. Boys, Girls and Achievement - Addressing the Classroom Issues fills that gap and: *provides a critical overview of the current debate on achievement; *Focuses on interviews with young people and classroom observations to examine how boys and girls see themselves as learners; *analyses the strategies teachers can use to improve the |

educational achievements of both bo
