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Nota di contenuto	chapter Introduction -- part I I Pedagogy and Gender -- chapter 1 Defining Pedagogy / Patricia Murphy -- chapter 2 A Girls Pedagogy In Relationship / Jane Roland Martin -- chapter 3 Citizenship, Difference and Marginality in Schools: Spatial and Embodied Aspects of Gender Construction / Tuula Gordon -- chapter 4 The Pedagogy of Difference: An African Perspective -- chapter 5 Gender Identity and Cognitive Style / John Head -- part II II Differential Learning and Performance -- chapter 6 Scholarship, Gender and Mathematics / Elizabeth Fennema -- chapter 7 Girls and Information Technology / Karen Littleton -- chapter 8 Research on English and the Teaching of Girls / Janet White -- chapter 9 Girls Achievement in Science and Technology—Implications for Pedagogy? -- chapter 10 Is There a Space for the Achieving Girl? -- chapter 11 A Socially Just Pedagogy for the Teaching of Mathematics / Leone Burton -- part III III Interventions -- chapter 12 Redefining

Achievement / Gaell M. Hildebrand -- chapter 13 Single-sex Settings: Pedagogies for Girls and Boys in Danish Schools / Anne-Mette Kruse -- chapter 14 Intervention Programs in Science and Engineering Education: From Secondary Schools to Universities / Sue Lewis -- chapter 15 How Do We Get Educators to Teach Gender Equity? / Jo Sanders -- chapter 16 Gender, Teachers and Changing Practiees: Voices from Schools -- chapter 17 The Emotional Dimensions of Feminist Pedagogy in Schools / Jane Kenway -- chapter 18 Review and Conclusions: A Pedagogy or a Range of Pedagogic Strategies? / Caroline Gipps.

Sommario/riassunto

Concerned with pedagogy and the learning achievement of both girls and boys, this book examines international trends in subject performance throughout schooling and looks critically at a range of interventions in difference contexts and countries, all aimed at enhancing equity in schools and higher education institutions.; The book argues that pedagogy can not be isolated from the overarching gender-education system. What can be done, it claims, is that teachers can be provided with a range of pedagogic strategies which can be used to make education, as it is experienced by students and reflected in their achievements, more just.
