



Table Talk
Forschungsforum LehrerInnenbildung



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LehrerInnenbildung

17. Table Talk des Zentrums für LehrerInnenbildung

Dienstag, 17. Oktober 2017, 12.00 – 14.00 Uhr
mittendrin / Vinzi Rast (Dachgeschoß), Währingerstr. 19, 1090 Wien

Table Speaker

Mag. Dr. Marko Lüftenegger (Institut für Angewandte Psychologie: Arbeit,
Bildung, Wirtschaft; Institut für LehrerInnenbildung)

Single-Sex vs. Mixed Education – The Role of teachers in shaping students' career aspirations

In most industrialized countries, persistent disparities exist in the participation of women in math-intensive fields, designated as STEM (science, technology, engineering, mathematics) fields. However, meta-analytic evidence suggests that these differences cannot be adequately explained by gender differences in the respective abilities. Moreover, gender differences in STEM motivations can occur even in the absence of gender differences in performance. Girls tend to underrate their math abilities, to feel more anxious about math, and to report lower interest in math than boys (e.g. Frenzel, Goetz, Pekrun, & Watt, 2010). Motivational factors like students' self-efficacy beliefs and interest for math have been identified as key influences on their participation in STEM, and as antecedents of career aspirations for these fields (e.g., Lauermann, Chow, & Eccles, 2015). Moreover, the academic motivation of adolescents is also affected their educational goals in general and other goals and values, like gender stereotypes of certain subjects.

Proponents of single-sex education believe that separating boys and girls increases students' achievement, motivation and academic interest (e.g. James, 2009; Sax, 2005). However, meta-analyses show that studies with no controls for selection effects show advantages for single-sex schooling, for both girls and boys, while studies controlling for selection effects show no (substantial) differences between students in single-sex and mixed sex education (Pahlke, Hyde, & Allison, 2014). Teachers' instructional styles are often not included in studies examining the effect of single-sex education although research indicates that teachers play an important role in enhancing students' motivation and that gender differences in motivation can be reduced by teachers' instructional practices (Lüftenegger, Schober, van de Schoot, Wagner, Finsterwald, & Spiel, 2012).

Therefore, in a current research project we are examining teachers' role in shaping boys' and girls' career aspirations for STEM and languages in single-sex schools and mixed schools. We plan to collect data from students and teachers in Iran and Austria.

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