

GENDER INCLUSIVE PEDAGOGICAL STRATEGIES



For this project, we have drawn specific strategies from many sources that are congruent with the inquiry-based, multicultural, and social constructivist orientations (STC) driving the proposed study. Among some of the principal strategies we have identified so far, and that are modeled during the summer institutes for teachers, and during the methods classes for preservice teachers, are:

- Using a variety of student-centered , hands-on and minds-on pedagogical strategies (see below)
- Monitoring groups for equity (who's is doing the talking, using equipment,etc)
- Assigning tasks equally.
- Tapping into students' learning styles.
- Providing opportunities for problem solving.
- Encouraging discussion on career options.
- Monitoring praise and acknowledging accomplishments.
- Accepting more than one right answer.
- Implementing wait time and equitable turn taking.
- Encouraging peer tutoring.
- Displaying images of men and women in career roles from various ethnic backgrounds.
- Praising and encouraging collaborative learning and avoiding competitive environment.
- Linking careers in science with mathematics, engineering, and

technology

- Inviting successful female members of the community in SMET related careers to the classroom.

Hands-On & Minds-On Student-Centered Pedagogical Strategies Informed by Sociotransformative Constructivism (STC):

<ol style="list-style-type: none">1. Look for a pattern.2. Construct a table.3. Make an organized list.4. Act it out.5. Draw a picture.6. Use objects.7. Guess and check.8. Work backward.9. Write an equation.10. Solve a simpler (or similar) problem.11. Make a model.12. K (what you know), W (what you want to know), L (what you learned)13. Concept Map14. Brainstorm15. P (predict), O (observe), and E (explain)	<ol style="list-style-type: none">16. Create a need to know.17. Entrance/Exit Slip18. Collaborative groups19. Problem-solving scenarios20. Tying content to socially relevant issues and everyday life.21. Venn diagrams22. Mini-Lecture (lecture for not more than 10 minutes)23. Skits24. Translational activities25. Using students as resources to gather information, make charts, posters, etc. <p>And many more...</p>
---	--

Alberto J. Rodriguez & Cathy Zozakiewicz
MAXIMA Project Co-Principal Investigators
e-mail: arodrigu@mail.sdsu.edu