Responses by Gender

Related to Sibme AI Reports

Gender equity means ensuring fairness in education by challenging stereotypes and biases that historically restrict students' potential, recognizing individual differences to support their success.

7th grade

There is a change that starts around seventh grade where female students become quieter and less outspoken than they were in primary grades.

Research finds that female students may not receive the same quality of education as boys in STEM (science, technology, engineering, and mathematics) subjects.

Contributing Factors to Gender Inequality

Teachers Pay More Attention to Male Students.

Male students often call out answers, leading teachers to monitor their behavior more closely and engage with them, which may be perceived as an 'opening' to speak without permission.

Interactions with Male Students are More Public.

Teachers tend to speak to male students from a greater distance, encouraging females to save their comments and questions for private conversations.

Praise and Criticism Differ Between Male and Female Students.

Males often receive more praise than females for correct answers, while females face more criticism for wrong ones. Meanwhile, females often are praised for good behavior and males for poor behavior, stressing compliance over merely demonstrating knowledge for academic success.

Sibme AI Report: Responses by Gender uses the tone, timbre, and pitch of a speaker's voice to to assign a gender of male or female to the speaker.

The purpose of this document is to support basic understanding and reflection related to the corresponding report.

Responses by Gender

Review the related Sibme AI Reports.

Click the interactive columns in the charts to reveal a detailed list of each question.

1. Are there noticeable differences in the frequency of participation between genders?
2. Does one gender dominate the conversation in specific subjects or types of questions?
3. How does the gender distribution of responses compare with the overall gender composition of the class?

Refer to the Recording

Click the corresponding timestamp within the details view of the chart to play the recording from that moment.

1. Does the teacher's interaction style or response differ by the gender of the student responding?
2. Are there patterns of affirmation, follow-up questions, or feedback that vary by student gender?

Reducing Gender Bias

- **Be a Role Model for Students.** As a teacher, be aware of your own assumptions about gender and try to correct your biases as you notice them. Additionally, be aware of the language you use in class, and avoid making assumptions about anyone's ability, profession, or personality based on their gender.

- **Use Wait/Think Time Deliberately.** Instead of calling on the first or second hand, choose the fourth, fifth, or sixth.

- **Teach Students to Be Aware of Personal Biases.** One of the best ways to confront gender discrimination in the classroom is by simply making students aware of it. Teach students about implicit bias, or beliefs we might hold about ourselves or others because of messages we have heard, and to recognize that a person's abilities are not linked to their gender.

Remember that while AI can provide valuable insights and support, it should not replace the expertise and judgment of educators. The AI report should be viewed as a tool to augment and inform instructional decision-making rather than as a substitute for human analysis and understanding.

FIND ADDITIONAL AI COMPANION RESOURCES

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