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Gender-Differentiated Behaviour Traits of Elementary School Pupils in Identical Visual Arts Learning Situations

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ABSTRACT

This exploratory qualitative research project comparatively observes the conduct of girls and boys—in their third year of elementary school—divided in same-gender dyads, participating successively in an identical visual arts project in Canada. Our goal is to improve knowledge of the differences and similarities between boys and girls in a learning situation and help to devise gender-differentiated teaching strategies in the visual arts, a curricular subject for which boys typically show limited interest. We categorize the behaviour patterns of our research subjects according to a behavioural indicators table we designed after reviewing literature on female/male brain, personality types, gender and gender role. We observe notable gender differences in behaviour among the pupils, with “ male indicators” overwhelming identified in the boys and, surprisingly, in one girl, while the “ female indicators” are clearly dominant in the other girls.

KEYWORDS

Elementary School; Visual Arts Education; Gender; Gender Role; Differentiated Instruction; Behavioural Indicators

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