Boys in Mind:
Examining How We Teach Males

There is something wrong with the way we are teaching boys. According to Michael Gurian, “Boys get the majority of D's and F's in school and make up 80 percent of the discipline problems” (The Minds of Boys). A review of seniors’ year-end grades at a high-performing high school showed that of the 25 students who received D’s and F’s, 18 of those students were boys. Moreover, analysis of Grafton’s 2014 MCAS results revealed that males lagged behind females in growth across all subject area tests, with the most pronounced gaps in fourth and eighth grade ELA. While these statistics may be startling, most educators are aware of notable differences in the way boys and girls learn. Those differences have recently become the subject of much research. Studies have found that boys do, in fact, learn differently and that our classroom environments and teaching strategies are not supporting their success.

The intent of this workshop is to change the way we teach males. We will investigate the research behind how males learn and identify the techniques that best support their learning. By the end of the workshop, participants will not only understand the male learning style but they will also have a host of techniques and strategies to employ in the classroom.

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