

Name

Institution

Instructor

Course

Date

Annotated Bibliography

Malhan, Jyoti. *Voices of Successful Science Teachers in an Urban Diverse Single Gender Girls' School*. Diss. 2016.

<https://oaktrust.library.tamu.edu/bitstream/handle/1969.1/158663/MALHAN-DISSERTATION-2016.pdf?sequence=1&isAllowed=y>

This publication comprises a qualitative case study of four reliable public girls' school science instructors in a multicultural environment. The research method involved interviews in helping to understand the "silent" views of science teachers concerning their beliefs and strategies when teaching female students of color. Data used in this study originated from in-depth and semi-structured interviews. The study was written to inform teachers and other researchers concerning culturally responsive pedagogy and curriculum in learning.

The dissertation was submitted to Texas A&M University, a well-known higher education institution in Texas. Furthermore, the author used credible and reliable sources in building the theoretical framework for this study, the background, and the literature review; hence this is a good source. The information in this report will inform my research concerning certain benefits of single sex education, particularly among girls from minority communities.

Novotney, Amy. "Coed Versus Single sex Ed." *Https://www.apa.org*, Feb. 2011,
www.apa.org/monitor/2011/02/coed.

The website discusses various arguments concerning the benefits and drawbacks of single sex education on the learner's psychologically and academically. The author evaluates various perspectives on the beneficial academic outcomes associated with single sex education. The main argument for single sex education is that some teaching practices work better in this environment. On the other hand, scholars argue that mixed education provides better psychological and social outcomes. The source was written to inform psychologists and pedagogical experts on the research progress in this subject.

The source was published by the American Psychological Association, an expert and scientific organization that represents psychologists in America. The institution is reliable and credible, meaning that this web page's information is valid. Furthermore, the author cites various scholarly studies and real-life examples to form her arguments. The website will be helpful in my research for providing an unbiased perspective on the impact of single sex and mixed education.

OECD. *PISA equally prepared for life? How 15-year-old boys and girls perform in school:*

How 15-year-old boys and girls perform in school. OECD Publishing, 2009,

books.google.co.ke/books?id=WVtjy3FdOZcC&pg=PA45&dq=single+sex+schools+vs+mixed+sex+schools&hl=sw&sa=X&ved=2ahUKEwjb3bau9tb2AhW6RvEDHXgYDJsQ6AF6BAGEEAI#v=onepage&q=single%20sex%20schools%20vs%20mixed%20sex%20schools&f=false.

This book reports on boys and girls' educational achievements and attitudes during childhood and adolescence. The publication starts with a summary of gender differences quantified outside the PISA (Program for International Student Assessment) evaluation program.

Afterward it explores the events concerning gender-related issues from PISA (2000, 2003, and 2006) when studying science and mathematics. According to PISA's combined scale, girls performed better than boys in 2003, males were better in 2006, but there were no differences in 2006. Still, there was considerable differences in science competencies, knowledge and attitudes.

The book was published and written by the OECD (Organization for Economic Co-operation and Development). This universal policy forum advocates for policies that improve the people's economic and social welfare. The information in this book is reliable given the global credibility of the institution. The content here will inform my research concerning the relationship between gender and academic achievement; and whether there is a relationship between single/mixed-sex schooling on education outcomes.

OECD. *PISA 2018 Results (Volume III) What School Life Means for Students' Lives: What School Life Means for Students' Lives*. OECD Publishing, 2019.

https://books.google.co.ke/books?id=tGnBDwAAQBAJ&pg=PA50&dq=single+sex+school+mixed+schools&hl=en&sa=X&ved=2ahUKEwixodivhNf2AhX4h_0HHSQtCaMQ6AF6BAgKEAI#v=onepage&q=single%20sex%20school%20mixed%20schools&f=false

The OECD PISA analyzes student's knowledge in learning mathematics, science and how they apply that knowledge. It is arguably the broadest and most detailed global assessment of learners' academic achievements today. PISA's results inform on the quality and equality in worldwide educational outcomes. This source was written for instructors and policymakers to inform them on the policies and methods of other countries. This book is one of six publications that show the results from a 2018 survey. The content focuses on the impact of teachers and parents in shaping the learning climate and social experience in schools. Finally, it explores student welfare and its relation to the learning environment.

As previously mentioned, the program (PISA) and the author (OECD) are credible international organizations; hence this source is good. The information in this article will provide useful information on whether the gender of learning colleagues or classmates achieves the student's academic and social interests. For instance, do boys bully girls when in the same learning environment?

Sax, Leonard. "NASSPE: Research > Single sex Vs. Coed: The Evidence." *Montgomery Center for Research in Child and Adolescent Development (MRCAD)*, NASSPE: Research > Single sex Vs. Coed: The Evidence, www.mrcad.org/evidence.html.

The website compares the results of researchers investigating the impact of single sex education and co-education. The main finding is that single sex education provides opportunities that may not be present in a mixed-sex classroom. Furthermore, putting both genders in one classroom is no guarantee for success. The results in this website originate from studies in England, Jamaica, America and Australia which support the main argument. The target audience were psychologists, education experts and policy makers interested in the debate of single sex versus co-education.

The National Association for Single Sex Public Education (NASSPE) is a non-profit organization advocating for single sex education. The director Leonard Sax is a physician, psychologist, and author specializing in child and adolescent development in Europe. The author's credibility makes this website a good source. Additionally, the case studies cited on the website are scholarly. Information here will help show why single sex education is beneficial for young learners.

Stanberry, Kristin. "Single sex education: the pros and cons." (2013).

<https://laulima.hawaii.edu/access/content/user/jaydene/ED294/ED294.Article.SingleSexSchools.pdf>

This source presents various claims concerning the validity of single sex education in America. First, the author considers the influence of nature and nurture before writing the pros and cons. Afterwards, she presents the advantages and disadvantages of single sex education using the perspective of various scholars and studies. The author concludes by measuring the public's view concerning single sex education. This source was written to inform parents who are thinking about taking their children to single sex or mixed schools. The information here aims to help them make well-informed decisions.

Kristin Stanberry wrote this report for GreatSchools.org. She is a specialist in education and parenting, specifically for learners with disabilities and AD/HD. GreatSchools is a leading non-profit organization whose main aim is to inform and support parents to enable them to select the best options for their child's education. The source is useful for its reliability and credibility of information in the sector. The information here will contribute to my arguments concerning the advantages and disadvantages of single sex schooling.

Sullivan, Alice, Heather Joshi, and Diana Leonard. "Single sex schooling and academic attainment at school and through the lifecourse." *American Educational Research Journal* 47.1 (2010): 6-36. doi: 10.3102/0002831209350106

The authors evaluate the relationship between single sex schooling and various academic outcomes for a British group of participants born in 1958. One of the major findings was that single sex education was better for females below 16 years, but the impact was neutral for males.

However, neutrality was constant at later ages. Still, single sex schooling had a strong impact on achievement in gender-atypical subject areas for both males and females in school and later life. The target audience for this publication were public policymakers and pedagogical researchers.

This article was published in the American Educational Research Journal, which posts theoretical, empirical, and methodological articles in education and learning. This source will be useful in my research for evaluating the impact of gender-based schooling on the student's educational achievement. This source is good because it provides credible and reliable information on this topic and points the direction towards further research. An additional benefit is that the references within this article are authoritative.

Wong, Wang Ivy, Sylvia Yun Shi, and Zhansheng Chen. "Students from single sex schools are more gender-salient and more anxious in mixed-gender situations: Results from high school and college samples." *PloS One* 13.12 (2018): e0208707.

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0208707>

Schooling experience impacts the student's psychosocial outcomes like gender salience.

This article evaluates the relationship between psychosocial development and the learning environment of young adults since they are in that phase when there is an increased desire to foster mixed-gender relationships. The article reports systematic studies on mixed-gender relationships, gender salience and anxiety. This source was written for policymakers and scholarly researchers interested in the long-term impact of single sex schooling on the learner's psychosocial development.

The article was published in PLOS ONE, an inclusive journal community that advances science for society's benefit. The journal receives multidisciplinary studies and analyzes their

validity based on ethical standards and methodological rigor. The source is recent and credible, meaning that its information is reliable. The article will inform my research by providing a long-term perspective of the effect of single sex education on the learners from a psychological and developmental lens.



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Stanberry, Kristin. "Single sex education: the pros and cons." (2013).

<https://laulima.hawaii.edu/access/content/user/jaydene/ED294/ED294.Article.SingleSexSchools.pdf>

Sullivan, Alice, Heather Joshi, and Diana Leonard. "Single sex schooling and academic attainment at school and through the lifecourse." *American Educational Research Journal* 47.1 (2010): 6-36. doi: 10.3102/0002831209350106

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<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0208707>



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