

**Due Date:** Wednesday, April. 14, 2021

## **Assignment 3 Excerpt:**

Since I was very busy helping each student, I did not count the amount of male or female students who interacted with the teacher as I had intended. I instead decided to simply be more aware of the gender of the students and use my awareness to measure my observations. I was also very curious about the way that students interacted in smaller groups and I was in a great position to measure such since I was taking the students out of the classroom in small groups. I notice that the majority of popular drummers are male, and percussion is considered a male dominated field of study. This made for a great experiment. I began with a group of six male students, and they all tried the drums. I then had three groups with mixed genders and in each group, there was at least one female student that would either not try the drums or need a lot of coaxing by their female friends before they did so. My last group was made up of six female students and everyone tried the drums. There was only one student that was slightly reluctant, but nowhere near as reluctant as the female students in the previous group. There was never a male student that was reluctant to try. This observation did hold true to my hypothesis that female students can be reluctant to try a subject that is male dominated, especially around male students. The teacher has shown many great classic rock performances to the class and videos of great drummers to inspire the students. Students are also encouraged to show the class videos of their favourite musicians. This has proven to be great inspiration for the students and helps the teacher keep up with what types of music the students want to learn. I am curious how my drum lessons would go if the students were to watch a video of a great female drummer. I have noticed that almost all videos we watch are of male musicians and I am beginning to feel inspired to change that fact. This teacher I am working with is a great inspiration for how to approach gender equity in the classroom. I do not notice any gender bias on the teacher's part. I do notice that the female students were a little more reserved, called out less, and asked less questions in front of the entire class, but also noticed great effort on the teacher's part. When we would do a band jam, there was never an all-male line up. Although most of the bands did have more male musicians than females, I believe that this teacher did put a lot of awareness into how she treated each student and is open to any suggestions on how we can help female students feel included and confident in musical setting.

## **Why did I choose to include this excerpt in my portfolio?**

I chose this excerpt from assignment 3 because it reflects one of the greatest memories of the semester for me. I was able to help my old high school music teacher expose her guitar students to a bit of drums. I was instructed to introduce the students to the instrument in small groups at a time and getting to know these students was an enjoyable experience. I found it interesting to pay attention to gender dynamics throughout the lesson, as without doing this assignment, I do not believe I would have done so. I believe that it was a very

useful experience for me to practice paying attention to such dynamics in a classroom setting since it would be a useful thing to pay attention to during my teaching career. I have learned that simply stopping and questioning the examples I choose to show in the classroom or the language I am using, or simply being conscious of my treatment of students is going to go a long way in promoting and sustaining gender equity in the classroom. Before I gave the lessons, the teacher showed videos of fantastic drummers to serve as inspiration. Despite the fact that the music teacher that I was helping has always been an advocate for gender equity in our school, I couldn't help but wonder if the teacher had shown the students has seen a video of a female drummer prior to our lesson then maybe more female students would have been confident in trying the instrument. I know that percussion can be considered a male dominated profession, as there are more male professional drummers than female, but that should not discourage female students from pursuing it. I want to make it a goal of mine to use both male and female role models as my examples in class. I know that mathematics can be considered a male dominated area of study as well, but I want to create a learning community which shows that no subject is gender bias, in other words, every subject of study is for every person, regardless of gender. This goal to make my class feel like it is meant for students of all person is included in my credo and being able to observe gender equity in a classroom motivated me all the more to achieve it.