As a current math teacher in academy, I was able to able to observe a class face to face.

**Part1**

**Who is answering the questions the teacher asks?**

All of the students (no matter male or female) will answer the questions.

**Whom does the teacher call upon?**

The teacher often calls out upon students who are not paying attention (playing games), whispering with others so that may affect the classroom discipline, majority being male.

**Whom does the teacher talk with?**

The teacher talks with the students who have trouble finishing the work and those who have questions. Most of time the teacher will choose to talk with male students.

**Which students ask questions?**

Usually males are braver when it comes to asking questions in front of others. Female students choose separately to ask teachers or classmates.

**Which students receive individual assistance?**

As female students like to ask questions privately, they receive more individual assistance.

**Which students “call out”?**

The students that are distracted, with a male majority. They like reading novels or watching videos behind the teacher.

**Which students are more off task?**

The students who are sleepy or distracted, with a male majority.

**Which students are more on task?**

The students who always follow the teacher and be docile, with a female majority.

**Observation**

With my observation, the ratios are very uneven as there are 8 female students in our class and 3 male students. In current class, there are few male students and the majority are females. Therefore, the results are biased and dominated on observing the female students. Many of the females and the male in my class seem confident when presenting their questions. I believe that since it is the end of the week and this is an afternoon class, most students are tired and a little off task. I am also aware that it is the end of the semester and everyone is struggling to finish their assignments, which can be another reason why they are not engaged in the class activities. Perhaps, my results would have been different and more balanced out if I had balanced male students to female students in my class.

**Part2-1**

The most repetitive theme in my group’s experiences was the small number of male student teachers in the high school setting and in educational classes were remote. This is one of the reasons why the observations are skewed as the ratio of male to female was restricted to the domination of female students.

In my observations, there was an unequal number of male and female responses to questions asked by the instructors. The instructors in most of the classes seemed to have walked around trying to help students and interact with them. Both male and female students were distracted by their phones or games at some time of class which stereotypically female focus more than the male. I really thought that it was interesting then the female students tend to ask more questions for clarification from the professor and ask in the back whereas the male students tend to ask their peers and in front of the class. Since I was thinking male students are more outgoing and braver than female, I think male would be dominant but it was not. One of my group member mentioned how some were some students who are ESL. These students were part of the groups that did not ask many questions in class.

I believe my results could have been more correct and precise if there was a more diverse group of students. My observations are somewhat wrong because there was only few male in my class and observing him does not represent the behaviour of male students in other classes. Our answers were really restricted as there were very few male students in the classes we observed due to Covid. The concern I have is regarding to either the male or female gender affecting class. I wonder other classes which do not relate to either gender or both genders would behave.

**Part2-2 My Story**

According to the above, Pipher’s work does not fit to the classrooms today. The performance is not only depending on gender. There is also no reason to say “boys receive more classroom attention and detailed instruction than girls” (Mary Pipher, 1994). Based on my personal experiences, when I am in elementary school, male students speak a lot more than female students, and almost the same when they grow up. Because if students really want to communicate with the teacher, it is meaningless to see whether they are male or female. We should know how to teach to reach the gender equality, that means, find a way to attract both of them to performance the same.