

OBSERVING MALE AND FEMALE IN CLASSROOMS: A BEHAVIOURAL AND LEARNING OBSERVATION SCHEDULE FOR USE IN PRIMARY SCHOOLS

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1. INTRODUCTION

The psychological differences between males and females have a direct influence not only on the emotional and relational development but also on learning (Laster, 2004; Cahill, 2005; Hutton, Kilpatrick, & Wills, 2006; Kommer, 2006; Whitehead, 2006; Salomone, 2006; Lenroot *et alii*, 2007; Okopny, 2008; Sullivan, Joshi, & Leonard, 2010). So, one of the possible causes of failure at school may be the lack of attention by teachers and textbooks to different ways of learning, feelings and the way of relating of boys and girls (Riordan, 2011).

The need to improve the levels of learning for all, boys and girls, along with the reflections and research in the pedagogical-didactic field, showed the great importance that gender differences in the classroom have on the quality of individual school learning and today lead cause to consider insufficient the adoption of a kind of education based on the same modes of communication, rates and tools of learning for everyone (James, 2007; 2009; Gurian, Stevens, & King, 2008; Irwin, 2009; Gurian, & Stevens, 2010; Reichert & Hawley, 2010; Hoff Sommers,

2011; James, Allison, & McKenzie, 2011; Cooper, 2009; Price, 2011, 71-89; La Marca, 2011, 190-201; 2012, 65-80; Zanniello, 2009, 67-84; 2012, 81-100). In this perspective, observation, which is considered as an essential tool to calibrate the teaching and to adopt it to the characteristics of boys and girls, is a strategic element.

Teachers can collect data on their pupils in various occasions. However, proceeding in an intuitive, occasional, episodic way it is easy that the relevant information is incomplete or distorted with the consequent risk of organizing plans that respond only partially to the different educational needs of boys and girls: teachers are not always able to understand the differences in learning styles of males and females (Tamanini, 2007); besides teachers often don't succeed nor in grasping adequately the various aspects of the differences between boys and girls, or in identifying more effective strategies to enhance the specificity of each one form time to time (La Marca, 2012, 70).

In consideration of these observations and on the basis of an overview of child's development in primary school that focuses attention on the various psychological, relational and learning aspects and on the main theoretical framework, this paper aims to facilitate the teacher's task to observe and understand the behaviour and learning of boys and girls both in coeducational classes and in single-sex classes so that it can offer concrete suggestions in order to choose the best constructs and signs to change the teaching.

The paper presents the descriptors of males' and females' behaviour and learning in primary school. The work of reflection and choice of what was explained before is part of a research which is still being carried out at the University of Palermo: this research aims to combine the achievement of equality of educational opportunities with the recognition of differences in term of communicating mode with others, learning and reformulating the information¹.

¹ The research is divided into three school years: 2010-11, 2011-12 and 2012-13.

2. THE DESCRIPTORS' CHOICE OF BOYS' AND GIRLS' BEHAVIOUR AND LEARNING IN PRIMARY SCHOOL

In the first step of the research (2010-2011) we examined the latest scientific studies on behaviour differences between boys and girls, relating to school work and social relationships, in order to identify the aspects that characterize boys' and girls' different ways of relating and learning. From international studies conducted over the last 20 years, you can find that boys and girls have both identical and different school behaviour. According to Zanniello¹, the differences observed can be grouped into ten aspects: physical movement, basic cognitive skills, emotional response, affective manifestation, relationship with authority, relationship with peers, study skills, approach to homework, reaction to failure, sense of self.

In order to establish if there is any didactic attention between males and females, two focus groups were conducted with two groups of primary school teachers, who debated the issue of personalization of teaching, with particular reference to gender differences, and their teaching practices were collected and analyzed². Were also observed, in a non-systematic manner, some teachers schoolboys and schoolgirls in the classes involved in the research.

The first phase of the study (2010-11) served to identify the gender dimensions in school work. The second phase (2011-12) served mainly for the choice of indicators and descriptors. In the third phase (2012-13), teaching practices on gender will be collected and analyzed and the group of primary school teachers-researchers will programme, implement and evaluate during the first term of the school year 2012-2013.

¹ Literature review for this study is based on the article of G. Zanniello "Didattica e differenze di genere in alunni di 8-12 anni", currently being printed in the *Journal Educational, Cultural and Psychological Studies (ECPS Journal)*.

² These practices have been collected and analyzed in a research by A. La Marca, "Analisi delle pratiche di insegnamento per ragazze e ragazzi" (65-80) and in a research of G. Zanniello, "Le difficoltà degli alunni maschi nel primo ciclo di istruzione" (81-100). In G. Mari (Ed.) (2012), *Comportamento e apprendimento di maschi e femmine a scuola*. Milano: Vita e Pensiero.

In the second phase (2011-12), after a long and careful discussion within our research group at university, we examined the protocols and research data collected in the last year and we agreed on sexually differentiated behaviours more frequently observed in boys or girls in primary school. In addition to what had already been collected from April 2011 to April 2012, we considered that, to achieve a sufficient level of validity of the descriptors, it was necessary to have additional data collected in some Sicilian primary schools different from each other. We observed some different socio-cultural schools in Palermo and Agrigento.

The sample schools were chosen according to the following criteria: the class year, type of school (state or private), type of class (coeducational /single-sex), city/province. Overall, four schools in Palermo (two coeducational and two single sex), one school in Agrigento (coeducational) and one school in the province of Agrigento (coeducational) were chosen. During the months of April and May 2012 in the identified primary schools of Palermo and Agrigento, new teaching practices were collected and systematic observations were conducted in the classes by outside observers trying the descriptors which reference was made earlier. Overall, 20 coeducational classes, 4 female classes and 5 male classes were involved; then 38 teachers of which 12 men and 26 women participated; 451 pupils were involved including 233 males and 218 females between 6 and 10.

From September 2012 a consultation process was launched on the descriptors by the same group of teachers and researchers. The schools identified were proactive about the proposal of reflection and monitoring of the pupils' behaviour during classroom activities, taking the substantial differences between males and females. The teachers involved in the research, conducted a behaviour analysis on the boys and girls during the different moments of teaching: face to face teaching, group activities and physical education activities in coeducational or single-sex classes. The in-depth reading of the descriptors was

accompanied by practical exercises that drove teachers to return several times on the same expressions in order to discover the telltale, authentic and representative signs of a construct in boys and girls at different ages and levels of development. Teachers have even tried to understand what is the best way to collect and organize them.

The dimensions and indicators are almost unchanged, while the descriptors were partially modified because the manifestation of behavioural signs is different in the various stages of development: teachers chose behavioural signs more and more closely linked to concrete situations typical of the first two and the last three classes of primary school. At the end of the work of reflection 10 aspects, 23 indicators and a variable number of descriptors for each indicator were identified.

We found that boys and girls, when they can choose freely, tend to do different activities: the first are more dynamic-operational, the second are more static-relational.

Between seven and ten years-old, boys are more skillful in the perception of spatial relationships, while the girls are more successful in the performance of linguistic skills.

Overall the girls are more skillful in dealing with anxiety than the boys.

The frequency of interventions in the classroom is observed for both males and females at all ages but more often in boys; girls wait before speaking up and interrupt less while others are talking. They have more skill and patience in supporting the conversations of classmates.

Significant differences also exist in the affective manifestations of boys and girls. At the same age, boys have more difficulties than girls in expressing their feelings and emotions. Unlike the boys, the girls are able to express naturally and spontaneously their intimacy, and their mutual confidences and conversations that are linked to issues of personal spheres.

Unlike girls, the boys agree to perform their duties only if they understand the reason and if they find intrinsically inter-

esting the proposed activity. They are less inclined to accept the authority of adults and often, more than girls, do not respect the rules in the classroom. Both males and females at all ages recognizes the role and position of the adult.

The girls carry out the commitment to teamwork, even if they are not strictly supervised by the teacher. Unlike males, who consider the help of the teacher only as a last resort, the girls seek teacher's help if they are in difficulty or if they are unsure on how to tackle a task; the girls ask the teacher questions. Male and female love to be driven by the teachers.

The girls care not to disappoint the expectations of adults; instead the boys don't mind about the judgment of parents and teachers. Both males and females at all ages, in coeducational or in single-sex classes, researches teacher's gratification.

In the relationship with others, girls are generally more supportive and tend to listen to others. Moreover, in the associative dynamics the girls manifest more flexibility. Limits in girls' groups are usually subject to changes due to their relational dynamics (arguments and gossip) created in it. The male groups, however, are more stable because the likes and dislikes are put aside.

The girls are more autonomous in the study; they show easiness in organizing their own activities and tasks, are more tidy in the management of notebooks, and hand jobs are well done. As a general rule, the girls can concentrate more and are more able than boys in the organization of their school work. On average, the girls have greater ability to meta-comprehension than boys: during storytelling females are able to distinguish main characters from secondary ones; they are able to summarize the situation, events and characters after the teachers have read a story in class. In both coeducational and single-sex classes they do diagrams and maps to better remember what they studied and they are able to connect all the different disciplines together.

In general, we observe that boys and girls differ in how they begin, perform and complete school work. The girls prefer to face problems in a collective perspective. Girls seek support

from peers in cooperative activities while male and female support each other in class discussions. Girls love to work together because they are more empathetic and supportive than males. The girls prefer educational methods such as role playing and cooperative learning, methodologies not very popular with boys.

In both coeducational and single-sex classes, the males prefer competitive sports and games that involve some controlled use of strength. The competition serves to motivate the boys, even in learning activities. The boys like to be challenged and accept tasks where they feel challenged, they prefer educational activities that involve both individual and team competition. The same is not true for girls.

Girls tend to generalize the causes of their failures. Boys, in contrast, appear to see their failures as relevant only to the specific subject area in which they have failed. As to the fact of being defeated, in girls the sense of unease expressed in terms of insufficiency, incapability and low self-esteem. The boys on the other hand do not care about having given a bad impression. If guided by the teacher, male and female assume responsibility for errors and failures.

Broadly speaking girls, differently to boys have an impression of less effectiveness in their studies than what is in reality; contrary to boys, the girls avoid situations of confrontation with others and do not get involved in the discussions in coeducational classes because they are afraid of making mistakes in front of others. Both coeducational and single-sex classes the boys enjoy doing risky things, systematically overestimating their own abilities, the girls tend to underestimate.

Between nine and ten years-old, girls from single-sex classes reported a better self-efficacy than girls from coeducational classes, while boys' self-efficacy did not vary according to class composition.

In the course of research work it grew the chance to verify the manifestation of the behavioural and identified signs.

In Table I and Table II, it can read the descriptors of behaviour and learning at the beginning of the pupils of the first and second class and then of third, fourth and fifth grade of primary school. The plus signs (+) or minus (-) refer to the greater or minor frequency with which a behaviour has been detected in one of two sex different groups. Bibliographical references refer to studies which, together with the observations conducted by the teachers and the research group, have given rise to the aspects and indicators. According to a greater or minor frequency with which a particular behaviour was detected in the school life of males or females, we say the indicator is more masculine or feminine. This is clearly an “average truth” which says nothing about the way of thinking, feeling and action of each individual.

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**Table I. Descriptors of behaviour and learning
(male and female of 1-2 classes of primary school)**

ASPECTS	INDICATORS	Male	DESCRIPTORS	Female
1. Physical movement	1.1 Requirement of movement at school (Delisio, 2006; Sax, 2006; 2007; Sartori, 2007; La Marca, 2007; Gurian, Stevens, & King, 2008; Hodgetts, 2008; Calvo Charro, 2009)	+	He/she prefers dynamic activities	-
		-	He/she prefers sedentary activities	+
		+	He/she is physically active	-
2. Cognitive skills	2.1 Ability to capture the spatial relationships (Maccoby & Jacklin, 1974; Thurstone, T.G. & Thurstone, L.L.,1981; Gilligan, 1982; Moir & Jessel, 1992; Castilla, 1996; Kimura, 2000; Baron-Cohen, 2004; Sax, 2007; Hoff Sommers, 2007; Chadwell, 2010; Halpern, 2012)	+	He/she knows and recognizes the topological concepts left-right, up-down, forward-backward, inside-out	+
		+	He/she recognizes and represents forms found in nature or that have been built by man	-
		+	He/she recognizes missing parts in objects or pictures	-
		+	He/she puts in order of size objects	-
		+	He/she follows with his eyes moving objects	+
		+	He/she captures the similarities between different forms	-
	2.2 Ability of verbal expression (Maccoby & Jacklin, 1974; Thurstone, T.G. & Thurstone, L.L.,1981; Moir & Jessel, 1992; Castilla, 1996; Kimura, 2000; Gabriel & Schmitz 2007; Sax, 2007; Hoff Sommers, 2007; Halpern, 2012)	-	He/she has a rich vocabulary	+
		-	He/she uses an articulate language to ask for and to offer explanations	+
		-	He/she tells a personal story or something that happened in class	+
3. Emotional response	3.1 Anxiety control during performance (Hembree, 1990; Wigfield & Eccles,1991; Baron-Cohen, 2004; Sax, 2006)	+	He/she can hide the tension caused by frustration in the game or by the calls of the teacher	-
		-	He/she manifests performance anxiety in the conduct of school activities such as testing and delivery given by the teacher in the classroom	+
	3.2 Impulsive interventions (Sax, 2006; Barrio Maestre, 2007; Cavallin, 2009)	+	He/she intervenes on its own initiatives	+
		+	He/she joins with frequent interventions	+
		+	He/she participates with no contextualized interventions	+
		-	He/she does ordered interventions	+
		-	He/she respects the turn-taking	+
4. Affective manifestations	4.1 Manifestation of their feelings (Dogana, 2002; Taylor, 2003; La Marca, 2007; Calvo Charro, 2009; Zanniello, 2010)	-	He/she expresses with the words his/her moods	+
		-	He/she expresses through drawing an emotion or an experience	+
		-	He/she expresses his/her emotions	+
	4.2 Discretion and privacy (La Marca, 2007; Zanniello, 2010)	+	He/she only tells stories, dialogues and experiences related to daily life	-
		+	He/she is reserved with peers	-
		+	He/she has a deep relationship with the teacher	+
		-	He/she tells all about himself/herself	+

5. Relationship with the authorities	5.1 Respect for the rules (Sax, 2009; Cavallin, 2009)	+	He/she knows and respects the rules of the game	+
		-	He/she knows and respects the rules of conduct	+
	5.2 Teacher's control (Taylor, 2002; La Marca, 2007; Zanniello, 2010)	+	He/she recognizes the role and position of the adult	+
		+	He/she performs an activity only if stimulated and driven	-
		+	He/she tries to go alone but he/she must be driven to complete the work	-
		-	He/she performs an activity independently	+
	5.3 Request for teacher assistance (Ryan, Patrick, & Shim, 2005; Sax, 2006)	+	He/she strives to overcome his/her difficulties alone	-
		+	He/she asks the intervention of the teacher only when he/she feels insecure	-
		-	He/she is insecure and often asks confirmation in the course of his/her activities	+
	5.4 Concern not to disappoint the expectations of the teacher (Taylor & Cousino Klein, 2000; Taylor, 2002; La Marca, 2007; Sax, 2009)	+	He/she researches gratification teacher	+
-		He/she requires an immediate response by teacher otherwise try an instant sense of frustration	+	
6. Relation with peers	6.1 Willingness to listen, to support, to "take care" (Gilligan, 1982; Balbo, 1999; Baron-Cohen, 2004; La Marca, 2007)	-	He/she spontaneously offers his/her help to his companions in distress	+
		-	He/she listens peers	+
		-	He/she knows how to share games, spaces, teaching materials, etc.	-
		-	He/she knows how to help and respect others without imposing himself/herself with arrogance	+
	6.2 Influence of affective-relational dynamics in group work (Moir & Jessel, 1992; Gurian, 2006; Sartori, 2007)	+	He/she can handle moments of conflict with peers	-
		+	He/she shares passions or interests in common with peers	+
		-	He/she allows himself/herself to easily drag and favoring some companions to the detriment of other	+
		+	He/she is able to interact with the group in the pursuit of a common goal	+
7. Study skills	7.1 Autonomy in the study (Higgins, 1991; Shim & Ryan, 2005; Wolters & Pintrich, 1998; Wolters et al., 1996), perceived self-Taylor & Causino Klein, 2000; Taylor, 2002)	-	He/she carries out activities without the need to be stressed	+
		-	He/she knows how to take initiatives independently in work individually and in a group	+
		-	He/she can continue your activities without the intervention of teachers	+
		-	He/she knows how to complete the task	+
	7.2 Concentration in the performance of a task (Sax, 2009; La Marca, 2007; Zanniello, 2010)	-	He/she concentrates on the work and he/she completes a task without loss	+
		+	He/she requires frequent breaks	+
		+	He/she pays attention continues only if interested	+
		-	He/she works on his/her task (draw, write, read, etc.) maintaining attention until it completes	+
	7.3 Meta-comprehension (Sandstrom, Kaufman, & Huettel, 1998; Saucier, McCreary, & Saxberg, 2002)	-	He/she locates the hard facts of a story	+
		-	He/she recognizes the main characters of a story	+
-		He/she can contextualize new terms	+	

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8. Approach to homework	8.1 Commitment and perseverance (Higgins, 1991; Shim & Ryan, 2005; Wolters & Pintrich, 1998; Wolters et al., 1996), perceived self-Wolters & Pintrich, 1998)	-	He/she chooses the necessary material to start a job (take a sheet, pencil, eraser, etc.).	+
		-	He/she organizes the space required to start a business	+
		-	He/she participates in class activities and engages with personal contributions	+
		-	He/she respects delivery dates by teachers with care and constant	+
	8.2 Inclined to collaborate (Sax, 2006; Sartori, 2007; La Marca, 2007)	-	He/she is open to group work	+
		-	He/she fits easily in group activities	+
		+	He/she cooperates in the implementation of a joint project	+
		+	He/she prefer individual work	-
		+	He/she is more comfortable in a small group (3 companions)	-
		+	He/she is able to involve and drag teammates	+
	8.3 Inclined to challenge and confrontation (Hoff Sommers, 2007; Sax, 2006; 2009; Zanniello, 2010)	+	He/she maintains a positive competition	-
		+	He/she accepts the challenge to deal with new situations, uncertain and no-defined	+
		+	He/she takes on new tasks with curiosity	+
+		He/she researchers stimulations	-	
9. Reactions to school failure	9.1 Ability to identify and contain the causes of failure (Pomerantz, Alterman, & Saxon, 2002; Garnet Ward, 2006)	+	He/she maintains a balanced approach in situations of failure	-
		+	If guided by the teacher he/she assumes responsibility for errors, failures or difficulties	+
		+	He/she recognizes his/her difficulties and he/she activates himself/herself to overcome them	-
	9.2 Importance attributed to fool (Sax, 2007; 2009; James, 2009)	-	He/she shows signs of discouragement in the face of a negative evaluation	+
		-	He/she worries about the negative judgments of teachers	+
		-	He/she attaches importance to fool	+
10. Sense of self	10.1 Self-efficacy (Kessels & Hannover, 2008; Sax, 2009; James, 2009)	+	He/she addresses the difficult school situations	-
		+	He/she addresses the unpredictable situations without becoming discouraged	-
		+	He/she reacts to the setbacks and unforeseen	-
	10.2 Self-esteem (Josephs, Markus, & Tafari, 1992; Bolognini, Plancherel, Bettschart, & Halfon, 1996; Watkins, Dong, & Xia, 1997; Frost, & McKelvie, 2004; Poláček, 2007; Sax, 2009)	-	He/she manifests shyness in activities	+
		+	He/she manifests safety in class	-
+	He/she reacts to the difficulties	-		

**Table II. Descriptors of behaviour and learning
(male and female 3-4-5 classes of primary school)**

ASPECTS	INDICATORS	Male	DESCRIPTORS	Female
1. Physical movement	1.1 Requirement of movement at school (Delisio, 2006; Sax, 2006; 2007; Sartori, 2007; La Marca, 2007; Gurian, Stevens, & King, 2008; Hodgetts, 2008; Calvo Charro, 2009)	+	He/she prefers dynamic and operational activities	-
		-	He/she prefers static and relational activities	+
		+	He/she prefers environments in which he/she can move freely and in which he/she can move objects	-
2. Cognitive skills	2.1 Ability to capture the spatial relationships (Maccoby & Jacklin, 1974; Thurstone, T.G. & Thurstone, L.L.,1981; Gilligan, 1982; Moir & Jessel, 1992; Castilla, 1996; Kimura, 2000; Baron-Cohen, 2004; Sax, 2007; Hoff Sommers, 2007; Chadwell, 2010; Halpern, 2012)	+	He/she knows and recognizes the topological concepts left-right, up-down, forward-backward, inside-out	+
		+	He/she is able to perform actions using spatial clues based on abstract reference points (north-south-east-west)	-
		+	He/she represents mentally objects, shapes and movements even in the absence of visual stimuli	-
	2.2 Ability of verbal expression (Maccoby & Jacklin, 1974; Thurstone, T.G. & Thurstone, L.L.,1981; Moir & Jessel, 1992; Castilla, 1996; Kimura, 2000; Gabriel & Schmitz 2007; Sax, 2007; Hoff Sommers, 2007; Halpern, 2012)	-	He/she is able to elaborate in written and oral form what was discussed in class using a language sliding, full of adjectives and specific terms	+
		-	He/she is able to tell in chronological order a personal history that happened in class	+
3. Emotional response	3.1 Anxiety control during performance (Hembree, 1990; Wigfield & Eccles,1991; Baron-Cohen, 2004; Sax, 2006)	+	He/she checks the performance anxiety	-
		-	He/she gets nervous in front of new questions by the teacher	+
		-	He/she responds well to the stress caused by time-bound tasks	+
	3.2 Impulsive interventions (Sax, 2006; Barrio Maestre, 2007; Cavallin, 2009)	+	He/she disturbs the teacher while explaining	-
		+	He/she stops peers when they talk	-
		+	He/she tends not to consider the arguments of his/her companions and focuses on his/her arguments	+
4. Affective manifestations	4.1 Manifestation of their feelings (Dogana, 2002; Taylor, 2003; La Marca, 2007; Calvo Charro, 2009; Zanniello, 2010)	-	He/she shows his/her emotions, although when it could be interpreted as signs of weakness	+
		+	He/she finds difficult to describe, orally and in writing, his/her emotions and feelings	-
		-	He/she moves easily	+
	4.2 Discretion and privacy (La Marca, 2007; Zanniello, 2010)	+	He/she shares joys and sorrows with his/her peers	-
		-	He/she trades with each other confidences on the facts of a personal nature	+
		+	He/she demonstrates confidence in difficult times	-

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5. Relationship with the authorities	5.1 <i>Respect for the rules</i> (Sax, 2009; Cavallin, 2009)	+	He/she accepts and respects the rules of school life	+
		-	He/she pays attention to procedures and instructions suggested by the teacher to carry out the task	+
		-	He/she respects the delivery of tasks	+
	5.2 <i>Teacher's control</i> (Taylor, 2002; La Marca, 2007; Zanniello, 2010)	+	He/she makes more in activities where he/she feel drove by the teacher	+
		+	He/she feels the desire to know in advance the activities to be carried out from time to time during the school day	+
	5.3 <i>Request for teacher assistance</i> (Ryan, Patrick, & Shim, 2005; Sax, 2006)	-	He/she asks clarification on task teacher naturally	+
		+	He/she asks clarification to the teacher if he/she is in trouble	-
	5.4 <i>Concern not to disappoint the expectations of the teacher</i> (Taylor & Cousino Klein, 2000; Taylor, 2002; La Marca, 2007; Sax, 2009)	-	He/she carefuls not to disappoint the expectations of the teacher	+
		+	He/she shows the desire to feel loved by a teacher	+
	6. Relation with peers	6.1 <i>Willingness to listen, to support, to "take care"</i> (Gilligan, 1982; Balbo, 1999; Baron-Cohen, 2004; La Marca, 2007)	-	He/she gives importance to interpersonal relationships
+			He/she provides an help on request because hardly he/she can to sense the needs of others	-
-			He/she listens and supports his/her peers	+
6.2 <i>Influence of affective-relational dynamics in group work</i> (Moir & Jessel, 1992; Gurian, 2006; Sartori, 2007)		+	He/she quarrels sometimes in classes even physically, but he/she makes peace quickly	-
		+	He/she remains in the group until the end of work	-
		+	He/she works as a team with clear tasks	+
7. Study skills	7.1 <i>Autonomy in the study</i> (Higgins, 1991; Shim & Ryan, 2005; Wolters & Pintrich, 1998; Wolters et al., 1996), perceived self-Taylor & Causino Klein, 2000; Taylor, 2002)	+	He/she needs to be stressed at house for the performance of homework	-
		+	He/she distracts and messy in the management of notebooks	-
		+	He/she performs very well structured activities that take place in sequence	+
		-	He/she is skillful organization of tasks	+
		-	He/she is autonomous, methodical and orderly in the course of a delivery	+
	7.2 <i>Concentration in the performance of a task</i> (Sax, 2009; La Marca, 2007; Zanniello, 2010)	+	While performing a task, he/she has difficulty in maintaining attention focused	-
		-	Before to start to perform a task, he/she reflects on deliveries received by teachers	+
		-	He/she concentrates on a task for the appropriate time	+
	7.3 <i>Meta-comprehension</i> (Sandstrom, Kaufman, & Huettel, 1998; Saucier, McCreary, & Saxberg, 2002)	-	He/she captures the implicit meanings in a text	+
		-	He/she can easily reconstruct the situations, the events and characters in a story told by the teacher in the classroom	+
		+	He/she does diagrams and maps to better remember what he/she studied	+
		-	He/she connects what already knows with what laws or learned in the classroom	+
		+	He/she connects all the different disciplines together	+

8. Approach to homework	8.1 Commitment and perseverance (Higgins, 1991; Shim & Ryan, 2005; Wolters & Pintrich, 1998; Wolters et al., 1996), perceived self-Wolters & Pintrich, 1998)	-	He/she tends to perform his/her duties according to a precise logical and temporal	+
		-	Before starting to turn a task, he/she reflects on deliveries, received by teacher	+
		+	He/she obtains the necessary tools to do school work	+
		-	If not understand the passage of a problem or a track, he/she returns back to re-read with more attention	+
		-	He/she backs on the task being performed to improve, tolerating fatigue	+
		-	He/she cares of the details in the final presentation of the work	+
		-	He/she takes on school work independently of the interests of the moment	+
	8.2 Inclined to collaborate (Sax, 2006; Sartori, 2007; La Marca, 2007)	+	He/she tends to work alone and often competitive attitude with the companions	-
		-	He/she likes to be involved in collaborative activities the companions	+
		+	In the discussion he/she tends to support the companions	+
		+	He/she compares with the companions to see if he/she is right or if they have encountered the same difficulties	+
	8.3 Inclined to challenge and confrontation (Hoff Sommers, 2007; Sax, 2006; 2009; Zanniello, 2010)	+	He/she engages in activities that provide the best challenge and competition both individual and group	-
		-	He/she fears the comparison with other	+
		+	He/she prefers sports and competitive games	-
		+	He/she loves risky situations that involve a degree of risk	-
		+	He/she performs better the tasks when they are proposed as a challenge to his intelligence	-
		-	He/she tries to avoid situations of confrontation with others	+
		+	He/she likes exposure to the risks arising from the comparison with other	-
	9. Reactions to school failure	9.1 Ability to identify and contain the causes of failure (Pomerantz, Alterman, & Saxon, 2002; Garnet Ward, 2006)	+	He/she remains calm in the face of failure
+			If guided by the teacher, he/she assumes responsibility for errors, failures or difficulties	+
+			He/she recognizes his/her difficulties and he/she actives to overcome it	-
-			He/she tends to generalize a failure	+
9.2 Importance attributed to fool (Sax, 2007; 2009; James, 2009)		-	He/she shows signs of discouragement in the face of a negative evaluation	+
		-	He/she worries about the negative judgments of teachers	+
		-	He/she attaches importance to fool	-
		-	He/she manifests a perception of his/her effectiveness in the study upper than the reality	-
10. Sense of self	10.1 Self-efficacy (Kessels & Hannover, 2008; Sax, 2009; James, 2009)	+	He/she has positive expectations about the outcome of a task assigned to him/her	-
		+	He/she exposes himself/herself without fear of making mistakes	-
	10.2 Self-esteem (Josephs, Markus, & Tafariodi, 1992; Bolognini, Plancherel, Bettschart, & Halfon, 1996; Watkins, Dong, & Xia, 1997; Frost, & McKelvie, 2004; Poláček, 2007; Sax, 2009)	+	He/she manifests safety in class	-
		-	He/she shows hesitant to respond to requests of the teacher for fear of making mistakes in front of companions	+

3. CONCLUSION

The teachers involved in the research, although operating in different organizational and institutional contexts, were unanimous in recognizing the differences between male and female behaviour and learning and expressed their awareness of how this is useful to organize an educational intervention that can promote the originality of each individual.

The monitoring was interesting for teachers as issues arose very useful to set educational planning and interventions in the classroom, identifying strategies, taking into account gender differences, can make it more engaging and interesting learning/teaching processes.

It was possible to collect proposals for new aspects, indicators and descriptor of behaviour that may contribute to the formulation of new hypotheses for each time evolution of the sample chosen. Based on the work of reflection on the descriptors during the first quarter of school year 2012-13 will be collected and analyzed teaching practices “gender” that the group of primary school teachers are going to plan together with the researcher and implement in their coeducational or single-sex classes.

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