

Howard Glasser, Philadelphia, PA

Howard Glasser is a Post-Doctoral Fellow in Science Education at Bryn Mawr College. In addition to teaching secondary science and mathematics classes, he has taught undergraduate teacher education courses that focused on educational psychology, the role schools and other social institutions play in the social construction and maintenance of diversity and inequality, and science education for pre-service secondary science teachers who were in classrooms during their yearlong internship. His main professional interests are in equity, social justice, and under-representation issues in education, primarily science and mathematics education. His dissertation focused on equity issues in an all-boy science class and an all-girl science class in a public middle school, examining what it meant to be a boy or girl in this setting and what it meant to learn science as boys and girls in this program.

Website:

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Selected Papers:

Glasser, H. M. (2008). *Single-sex middle school science classrooms: Separate and equal?* Unpublished dissertation, Michigan State University.

Glasser, H., & Smith III, J. P. (2008). On the vague meaning of “gender” in education research: The problem, its sources, and recommendations for practice. *Educational Researcher*, 37(6), 343-350.

Glasser, H. (2008, June). *Single-sex schooling in U.S. public schools: History, legal issues, and research surrounding this growing trend*. Paper presented at the Opportunities for Nontraditional Occupations Michigan Showcase Workshop, Lansing, MI.

Qualifications:

Ph.D. from Michigan State University

M.Ed. from Temple University

Graduate Certification Program: Secondary Education-Science

Teaching Certificate from Pennsylvania: Physics

B.A. from Haverford College: Major in Physics with a Concentration in Educational Studies