1. Brotman, Jennie S., and Felicia M. Moore. "Girls and Science: A Review of Four Themes in the Science Education Literature." *Journal of Research in Science Teaching*, vol. 45, no. 9, 2008, pp. 971-1002. I found this article really helpful because it breaks down the main challenges girls face in science education, like equity and identity. It made me think about how schools can create better STEM spaces by focusing on these themes. The review gave me ideas about how teachers and policymakers can make STEM more inclusive and supportive for girls.
2. Sadler, Philip M., et al. "The Influence of Teachers' Knowledge on Student Learning in Middle School Physical Science Classrooms." *American Educational Research Journal*, vol. 50, no. 5, 2013, pp. 1020-1049. This study made me realize how important it is for teachers to have strong knowledge and confidence in their subjects. It shows how much of an impact teachers can have on girls' interest in STEM. I liked that it focused on the role of mentors and how they can inspire female students to stick with STEM fields.
3. Corbett, Christianne, and Catherine Hill. *Why So Few? Women in Science, Technology, Engineering, and Mathematics.* American Association of University Women, 2010. This report gave me a lot of insight into why there aren't as many women in STEM. It talks about stereotypes and how school environments can discourage girls from pursuing STEM careers. I think the solutions they suggested, like early intervention and supportive programs, are really important for encouraging girls to explore STEM.
4. Wang, Ming-Te, and Jessica L. Degol. "Gender Gap in Science, Technology, Engineering, and Mathematics (STEM): Current Knowledge, Implications for Practice, Policy, and Future Directions." *Educational Psychology Review*, vol. 29, no. 1, 2017, pp. 119-140. This article helped me understand the bigger picture of why there's a gender gap in STEM. It explains how things like self-confidence and societal expectations can hold girls back. I thought the strategies they shared for creating inclusive STEM programs were really useful and practical.
5. Master, Allison, et al. "Computing Whether She Belongs: Stereotypes Undermine Girls' Interest and Sense of Belonging in Computer Science." *Journal of Educational Psychology*, vol. 108, no. 3, 2016, pp. 424-437. I liked how this study focused on stereotypes and how they make girls feel like they don't belong in computer science. It made me think about how important it is to challenge these stereotypes early on. The recommendations for creating inclusive classrooms felt really practical and achievable.
6. Archer, Louise, et al. ""Doing" Science Versus "Being" a Scientist: Examining 10/11-Year-Old Schoolchildren's Constructions of Science Through the Lens of Identity." *Science Education*, vol. 94, no. 4, 2010, pp. 617-639. This article made me think about how girls see themselves in relation to science and why that matters. It showed me how important it is for girls to develop a scientific identity early on so they don't lose interest in STEM. I liked how it explained the role of societal norms in shaping these identities.
7. Blickenstaff, Jacob Clark. "Women and Science Careers: Leaky Pipeline or Gender Filter?" *Gender and Education*, vol. 17, no. 4, 2005, pp. 369-386. This paper gave me a new perspective on why fewer women stay in STEM as they progress through education. The idea of the "leaky pipeline" really stood out to me because it explains

where girls are most likely to drop out. I found the strategies for keeping girls in STEM really helpful.

8. Brickhouse, Nancy W., and Jennifer T. Potter. "Young Women's Scientific Identity Formation in an Urban Context." *Journal of Research in Science Teaching*, vol. 38, no. 8, 2001, pp. 965-980. I liked how this study focused on urban high school girls and how their environments shape their interest in STEM. It made me realize how important it is to create STEM programs that reflect the cultural backgrounds of the students. The focus on identity formation felt really relevant to understanding what girls need.
9. Hazari, Zahra, et al. "Connecting High School Physics Experiences, Outcome Expectations, Physics Identity, and Physics Career Choice: A Gender Study." *Journal of Research in Science Teaching*, vol. 47, no. 8, 2010, pp. 978-1003. This research showed me how important high school physics is for shaping girls' career choices in STEM. It made me think about how physics classes can either build or break confidence in STEM. I liked their suggestions for making physics more engaging and hands-on for girls.
10. Shapiro, Jenessa R., and Amy M. Williams. "The Role of Stereotype Threats in Undermining Girls' and Women's Performance and Interest in STEM Fields." *Sex Roles*, vol. 66, no. 3, 2012, pp. 175-183. This article really opened my eyes to how stereotype threats can lower girls' confidence and interest in STEM. It made me think about how important it is to create a positive and supportive environment for girls in STEM classrooms. The strategies they suggested for overcoming these threats were really helpful.