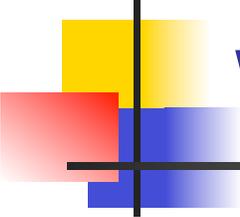


Communication and Gender in the Engineering Faculty

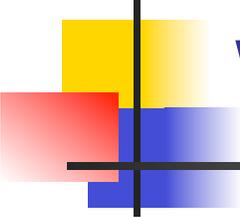
*This workshop is a modification of “**Communication and Gender Differences in the Classroom**”, a kit that was produced as part of the **Women into Engineering project*** with funding from the Government of Ontario through the Ontario Women’s Directorate (2003).*

*** PEO/OSPE (Women in Engineering Advisory Committee)
NSERC/Nortel Chair for Women in Science and Engineering
Ontario Women’s Directorate, Ministry of Citizenship**



Workshop objectives

- Gain increased awareness and understanding of gender differences
- Learn ways to make the learning environment more supportive for women
- Discuss ways to support students' development of "professional identity"
- Develop a "do-able" action plan for the faculty that will benefit your students

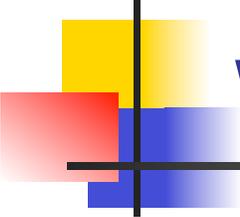


What is gender equity?

Equity – “justice according to natural law or right; freedom from bias or favouritism” (Webster’s)

Gender equity in the classroom – “a classroom in which all students have an equal opportunity to learn, regardless of gender” (from Purdue video)

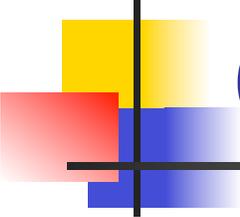
Gender neutral - An assumption that all people are affected by policies/programs in the same way, or that policies/programs have neutral impact on recipients, regardless of gender. It is based on the theory that all people are already equal in status, opportunities and results, therefore concluding that treating all people the same is fair. (Status of Women Canada)



Why consider gender equity?

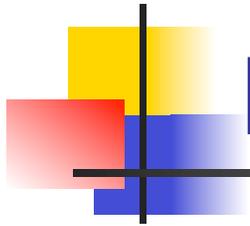
Circumstances and behaviours thought to be “normal” in the classroom have different effects on male and female students:

- It has been observed that instructors at all levels, both men and women, tend to treat male and female students differently
- Studies have shown that women’s self esteem and career aspirations drop significantly during their university years ... despite strong academic performance



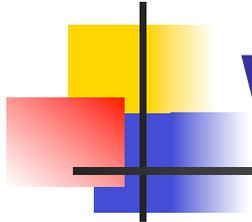
Observations about the video

- *What changes would you suggest to Dr. Brown's behaviour and actions?*
- *What effect would these changes have on individual students and on the classroom climate overall?*
- *What else could Dr. Brown do to improve the learning environment for all his students?*
- *Has anyone used or observed other techniques that would be helpful in other situations?"*



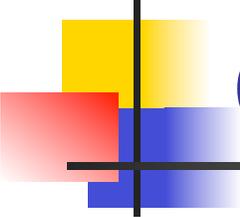
Reviewing the quiz

- Were there any surprises for you in the answers?
- What is the most important piece of information for you/for the faculty?



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Continuing the momentum

- What **change actions**, both individual and as a group, have you committed to in the short and in the longer term?
- What do you and your group most **need to sustain the momentum** of this workshop?
- Where are the **opportunities** for further collaboration?