# Learning Log – Gender equality in STEM

# Section 1

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## Introduction

### Activity 1

What I hope to achieve in studying this module:

### Activity 2

My reflections on preparing for what might come up in classroom discussions and how to deal with them:

## Section 1.2

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### Activity 3

My reflections about why the pay gap matters in relation to gender equality:

### Activity 4

My reflections about why the care gap matters in relation to gender equality:

### Activity 5

My reflections about why the income gap matters in relation to gender equality:

### Activity 6

My reflections about why the power gap matters in relation to gender equality:

### Activity 7

My reflections about why the representation gap matters in relation to gender equality:

### Activity 8

My reflections about why the freedom and safety gap matters in relation to gender equality:

## Section 1.3

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### The case for a gender lens in STEM

My first reactions to the article were:

On reflection I think that the barriers or roadblocks in relation to gender equality in STEM include:

OPTION – I’d like to discuss the following with the study group:

### Section 1.6

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### Stereotypes

My observations of how I see gender stereotypes operating in my classroom setting:

### Section 1.7

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### Activity 12

My thoughts on the harm caused by female underrepresentation in STEM:

### Section 1.8

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My thoughts on the gender demographics of STEM courses/activities in my school:

My reflections on my classroom practice:

### Section 1.9

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### Reflecting on section 1

What surprised me:

What I learnt that was new to me:

What I would like to discuss further with colleagues in my study group:

# Section 2

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### Section 2.3

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My summary of what I understand unconscious bias to be:

My notes on how an unconscious response might influence my views or actions in a school or classroom environment.

### Section 2.4

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My thoughts on what the discussion on system 1 and system 2 thinking means for us in relation to STEM and gender:

### Section 2.5

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My thoughts on how the findings of the Moss-Racusin study relate to gender stereotyping of toys or the way we talk about science in the classroom:

### Section 2.6

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My thoughts on the ways that unconscious bias might have an impact on gender equality in my school and classroom:

### Section 2.7

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My thoughts on the different types of bias and examples of how they have applied to my behaviour in some situations:

### Section 2.9

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My reflections on the results of my implicit association test:

### Section 2.10

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My examples (if any) of instances where biases have been discussed in my school or classroom - how well this worked? [If it’s never happened, how do you think it might work?]

# Section 3

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### Section 3.2

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### Activity 1

My initial thoughts on how useful the concept of STEM capital is:

Things about STEM capital that I would like to clarify:

Ways in which I could have an impact on my pupil’s STEM capital:

### Activity 2

My thoughts on whether there is evidence of different amounts of STEM capital among my pupils, whether there is a gender difference and whether it’s true of my colleagues:

### Section 3.3

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### Activity 3

My thoughts about the eight dimensions of STEM capital, where I might be able to address one or more of them through classroom activity or at the level of school policy and what support I would need from colleagues to take these actions forward:

### Section 3.4

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### Activity 4

My notes on how my school is tackling these issues and the extent to which policy and practice is consistent with the STEM capital approach:

### Section 3.6

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### Activity 7

Opportunities for developing STEM literacy, values and attitudes with pupils in the classroom:

### End of section reflection

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How did pupils respond to learning about and discussing STEM capital?

Where might pupils be able to develop STEM capital further within school life?

Where might teachers be able to develop STEM capital further within school life?