

Countering Gender Stereotypes  
Participant Questionnaire

Instructions: Please circle the ratings that best describe your reaction to our lunch-and-learn colloquium.

We had 13 respondents.

Options - 1 through 4            1 = No            4 = Yes, definitely

1) Were the session objectives clear?

1 (0 respondents)    2 (0)    3 (3)            4 (10)

2) Were the instructional techniques helpful in your learning of the material?

1 (0)            2 (0)            3 (3)            4 (10)

3) Did the instructors focus the presentation on the session objectives?

1 (0)            2 (1)            3 (6)            4 (6)

4) The overall session contributed to my knowledge/skill base.

1 (0)            2 (1)            3 (5)            4 (7)

5) The overall session provided me with techniques I can use in the classroom.

1 (0)            2 (0)            3 (7)            4 (6)

6) Please identify any information and/or skills you can use in the classroom:

- Discussion in small groups
- Demonstrations
- Very well done!
- Group discussions
- Assigning tasks within groups (I have attended many similar sessions at conferences and other universities)
- Helping me rethink how I ask questions and construct group exercises
- I'm very non-technological
- Groups – questioning
- In laboratory classes, I already use the group task in groups of four. In addition, I also distribute tasks within the group between two students, so they are all able to complete the tasks.
- I really liked dividing the group responsibilities into the 4 methods randomly.
- Suggestions on generating classroom discussions
- The entire presentation
- 1) Tips for engaging all students in discussions; 2) tips for randomizing which students get called on in which situations

7) Please suggest improvements for this program:

- Thank you!

- It would be nice if each person had brought a laptop and we could sign onto a WebCT class demo.

- I would like to see some videotapes with real students participating and engaging in discussions. Also, the presenters could use more examples in several subjects such as science and mathematics.

- Pass out sheets that contain the stuff/material on your Powerpoint.

- Assumption that women are quieter/less assertive than men is not fully valid at MUW. Also, I found little distinct info as to how/why women can be encouraged to be more assertive. Info was more about getting everyone to participate and in different roles. That's great, but link to gender stereotyping was partly lost.

- More college example – lots of data/trends are emerging from STEM (NSF) research – include those

- Loss of women from “the pipeline” –BS>MS>PhD> (faculty – the number of women decreases up this chain)—discuss this

- In publicity materials (emails to faculty) perhaps a more detailed description of what the speakers will be focusing on and what concrete teaching skills they will be addressing. Sometimes the title doesn't do the program justice.