How do the number of men compare to the number of women in your classroom? Grades between the two? Participation? Confidence?

The book described “atmosphere” or “culture” as being a deterrent for women interested in computer science, math, and other fields. Do your strong students appear myopically interested in academics/your subject? Do they form into clicks? Are women included in these? Can you think of ways to encourage breadth of knowledge in your students or discourage click-ish behavior?

Are you aware of how your students use computers? Is that the same for men and women? Do you know any students who “fell in love at first sight” with computers?

The book mentions ethnic minorities a few times. Do you feel any of the problems or solutions presented apply to more than only women?

What could be changed about the field of computer science to make it more approachable to women? Other minorities? Is that true of your own field?

In Chapter 7, ways to enrich a programming assignment are presented (p. 120). Are any of them relevant to your own classes? How could you incorporate the ideas suggested?

In Chapter 7, a number of action plans are described (p. 125). Are any similar endeavors being done at your school? Is there anything similar you would consider doing?

Interesting results to think about and discuss

- 1/3 of women in study decide to major in computer science because of a high school programming course. Only true for 9% of men (Chapter 2, p. 48)
- Difference in reasons for men and women to choose fields (figures 3.1 and 3.2)