



Women in ICT (VICT)

Mirjam de Haas, Mieke Braadbaart, Vivian Heijmans & Anita Bosman

Mirjam.dehaas@hu.nl

HU University of Applied Sciences, Utrecht

Introduction

At HU University of Applied Sciences, diversity is a key pillar of our HBO-ICT program. We actively work towards increasing female enrollment and support, aiming for a class gender ratio of 25% female and 75% male, with additional male-focused classes. Our core goals include:

- To prevent the isolation of female students due to minimal representation.
- To assess the impact of gender composition on student dynamics, motivation, and performance.

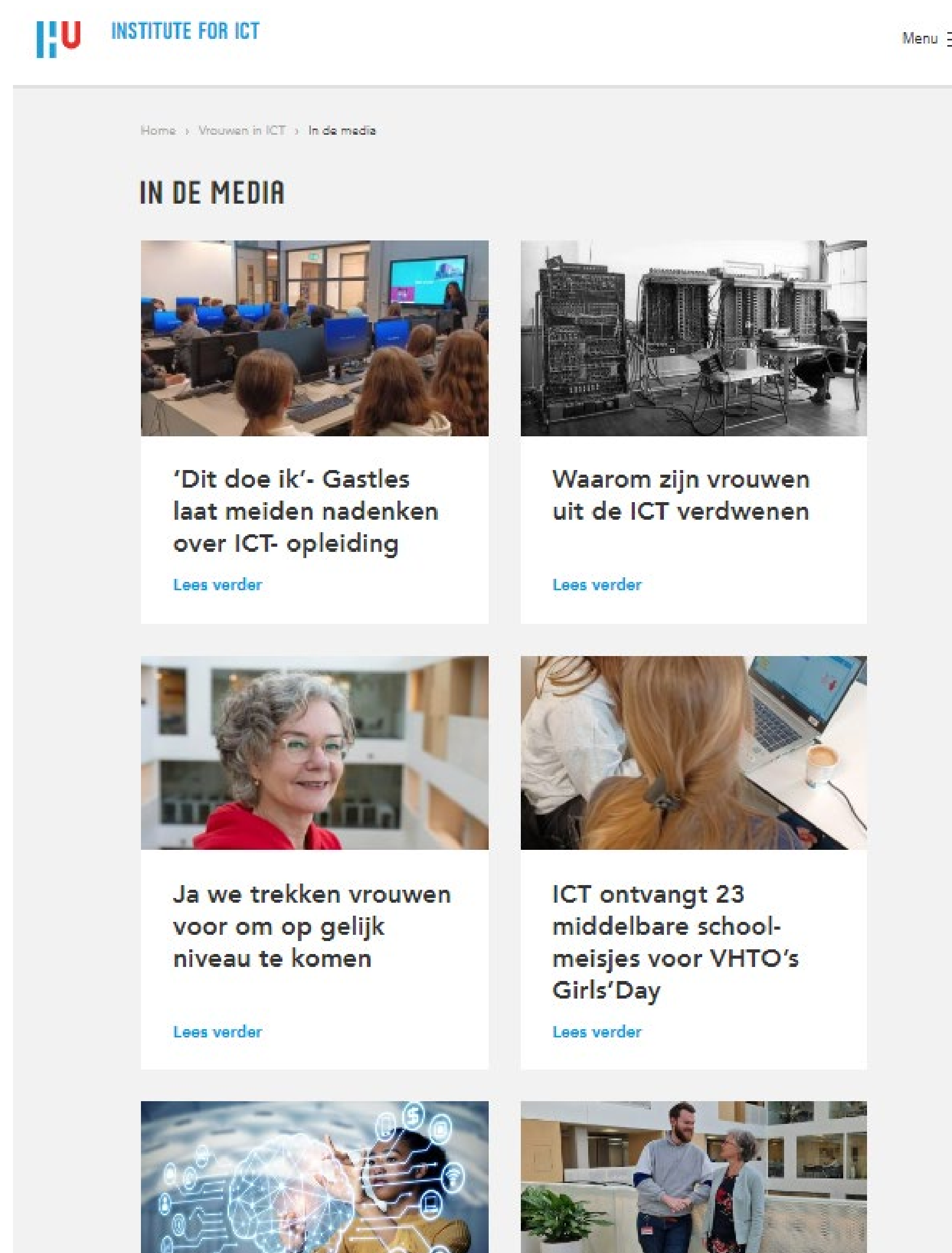


Figure 1. Website Women in ICT (Vrouwen in ICT) Different media posts around Women in ICT are highlighted and distributed.

Projects

We have multiple projects going on for current students:

- Networking events (2 per year)
- Lunch with all female freshmen
- Female in-house 'influencers'
- Websites with success stories
- Coaching students during their educational career

Prosperous students:

- Our female students present at Open Day
- Girlsday event for high school girls (ages 14, 15)
- Code event for primary school students (ages 9, 10)

Method

We're evaluating our educational strategies through:

Completed:

- Teacher focus groups on student dynamics.
- Student motivation surveys.

Ongoing:

- Extended motivation surveys for participants.
- Analysis of dynamics within diverse student groups.
- Monitoring performance in mixed and varied classes.
- Further teacher focus groups for in-depth insights.



Figure 2. Women in ICT (Vrouwen in ICT) logo

Preliminary Results focus group (N=4)

- Female students form tight groups; independence correlates with assertiveness.
- Women alone in groups tend to be outspoken and quick learners.
- Women often provide pivotal support within groups, leading to positive dynamics and outcomes.
- Teachers influence student choices, potentially swaying decisions toward subjects they teach.
- Women exchange detailed feedback and handle criticism well. Men's feedback is typically more straightforward.
- Diversity in teaching staff and student body is sought to broaden educational perspectives.
- Women's physical classroom presence is notable.

Note:

Teachers haven't specifically tracked gender-related dynamics, recognizing that female visibility may stem from their minority status rather than gender itself.