

## **COURSE EVALUATION**

### **AK2202 Gender and Technology VT2023 (60502) (61577)**

**Gender and Technology**  
**Division of History of Science, Technology and Environment, KTH**

#### **General course data**

Assessment and Grading

The requirements for passing the course are regular attendance (75%), active participation in class, and the submission and approval of all written assignments.

Attendance

3 Q's

Poster

Essay 1-pager

Feedback exercise

→ 4 credit points

Final Essay

→ 3,5 credit points

Number of students: 16

Performance rate: 12/16

Graduation rate:

Sem1: 16

IPP1: 12

#### **Teacher activities:**

Course responsible teacher Tirza Meyer

Teaching assistant Alicia Gutting

Course introduction

Lecturer: Tirza Meyer

Intersectionality and fieldwork

Lecturer: Tirza Meyer

Gender and Medicine

Lecturer: Alicia Gutting

Poster Presentation Session

Lecturer: Tirza Meyer

4 guest lecturers

Masculinity and Data feminism

Lecturer: Erik Ljungberg

Gender in Engineering Education

Lecturer: Anne-Kathrin Peters

Technology, Gender and Domestic Spaces

Lecturer: Klara Müller

Queer Technologies

Lecturer: Hannah Klaubert

## **Course summery**

The course started on March 21<sup>st</sup> and ended with the final assignment on 23<sup>rd</sup> of May (deadline extension until the 26<sup>th</sup> of May). The course had 8 lectures in total. Six of those were about different topics in relation to gender & technology (see above) one introductory lecture and a 3 hour poster presentation. We also held a final course meeting after the last topical lecture on May 16<sup>th</sup>.

## **Course evaluation final meeting summery**

The final course meeting was held on May 16<sup>th</sup>. The students got the opportunity to give general feedback to the course on what worked for them and what they would like to see improved. This feedback round was non-anonymous and we addressed this in the class before the discussions. I also pointed out that the LEQ course analysis for development will be sent to the students after the final assignment deadline for anonymous feedback (23<sup>rd</sup> May).

General feedback on improvement from non-anonymous feedback

- Some of the student's struggled with the writing assignment and the literature requirements to use at least four course readings. Students had the opportunity to send literature to me prior to be included in the course reading so they could use them for their essays. This was not the best solution and led to some confusion. **Possible solution for improvement** → Change the essay assignment from free choice of topic to a more specific question or set of questions so the students see the value of the course literature and have to actively use it in order to address the assignment.
- Some students pointed out that it was noticeable that some of the lecturers were not experts in the field of Gender Studies. **Possible solution for improvement** → The observation of the student is correct. Not all teachers are experts in gender studies. We have to be aware that this is a course oftentimes elected by students with a special interest in those topics, among those are queer persons. They are 'experts' in awareness and sensitivity because they are personally affected by the topic. To improve the course I would invited another guest lecturer who works in the field of gender studies to teach a class early on to create a baseline.
- The peer-review exercise worked out well for most students. There was one harsh review of a text that was perceived to be controversial and the student expressed discomfort with having to review and comment the work of peers. **Possible solution for improvement** → It is not an option to dismiss peer review because some students disagree with the view or research interest of their peers. Instead, it would be worthwhile to spend half an hour before the peer-review assignment to set some general guidelines on what to expect and how to react and give the students the opportunity to ask questions. The peer-review assignment was given with instruction on Canvas and I got the impression that not all students used Canvas very actively.

## **Student comments from LEQ (see also the pdf version for poll results)**

### **What was the best aspect of the course?**

What was the best aspect of the course? (I worked: 0-2 timmar/vecka)

Reading and discussing such relevant topics that were brought in from different areas/perspectives. I also very much appreciated the relaxed atmosphere during and around the lectures as I am always much more encouraged and motivated to learn and ask questions!

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)

The teacher worked in close cooperation with the class, with the goal to create an engaging course

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)

That it was an open environment for questions discussion and objection  
Also the most welcoming and caring teacher I've had in KTH!

### **What would you suggest to improve?**

What would you suggest to improve? (I worked: 0-2 timmar/vecka)

Slightly more clear instructions about assignments but that's just a minor thing.

Some of the teachers did not seem to be that prepared for the lecture and depended a lot on the student's input and energy.

What would you suggest to improve? (I worked: 6-8 timmar/vecka)  
Perhaps some more feedback earlier in the course

What would you suggest to improve? (I worked: 9-11 timmar/vecka)  
I would suggest that the course refers to course material more easy, by having direct links or something.  
Also, it would have been nice to have all the information regarding the essay assignment in one place in canvas, I thought it was kind of spreaded out on the course page

### **What advice would you like to give to future participants?**

What advice would you like to give to future participants? (I worked: 0-2 timmar/vecka)  
Read the articles and reflect about personal relevance and behavioural patterns.

What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka)  
Reflect on your own experiences and keep an open mind!

What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka)  
Be curious and ask! It's a relevant topic but also open for discussion and different thoughts!

### **Is there anything else you would like to add?**

Is there anything else you would like to add? (I worked: 0-2 timmar/vecka)  
Many thanks to Tirza for the effort that was put into the course! I learned a lot for my work and my life from this course and started multiple discussions with friends and family about certain topics from the course!

Is there anything else you would like to add? (I worked: 6-8 timmar/vecka)  
Really appreciate that the teacher was able to extend our deadline so it didn't collide with our bachelor thesis presentation

#### **1. I worked with interesting issues**

Comments (My response was: +1)

"I found most of the topics interesting. However, the medicine subject was not in my interest (but thats maybe more subjective"

#### **16. The assessment on the course was fair and honest**

Comments (My response was: X )

Have yet to receive feedback on the essay  
the only graded assessment has not been distributed yet, but otherwise I strongly agree

#### **22. I was able to get support if I needed it**

Comments (My response was: +2)

"Yes, but sometimes I felt that the discussion among the students overtook the response from the teachers. I would have liked to get further views from the ones that had the different lectures and their perceptions from their respective fields."

### **Measures implemented after previous course analysis:**

- No reaction papers. The students wrote three questions to the readings instead.
- A new topic was introduced about Masculinity (Erik Ljungberg)
- The course started with a game (marshmallow challenge) where the students could get to know each other. This worked well for the overall class dynamic during the course.

### **Teacher reflection: The strengths and weaknesses of the course**

Strength:

- Based on the overall course evaluation the course succeeded in introducing new perspectives to the students and inspired them to reflect and think differently about gender & technology.
- Engaging and open classroom dynamic with space for questions and open discussions

- Interesting and varied topics that were presented by different teachers with different teaching styles

### **Weaknesses:**

- The Canvas page could be improved further (especially the resource sections with assignments)
- It seems that sometimes the students wanted to hear more about the teachers stance on specific issues about gender & technology instead of discussion too much on their own. We could address that for the next course.
- The students need more input on how to write & give peer review

### **Summary of the teacher's views**

Overall the course went very well. The students were very engaged and active during class and happy to discuss the topics from various angles. The poster presentation section was a highlight of the course. See <https://www.kth.se/blogs/hist/2023/05/gender-and-technology-course-featuring-the-student-posters-about-trouble-with-gender-biases-in-technology/>

To improve the course, several things should be address: We could look for another guest lecturer with specific expertise in gender studies. The masculinity lecture should continue and we need a more diverse group of teachers (only one male teacher, which is ironic considering the topic of the course). We need to address the writing and peer reviewing skills and an entire lecture should be reserved early in the course program for that. The examination should be re-assessed in collaboration with all teachers at the division to address ChatGPT and clear rules on how to use it/or not should be developed. We might have to move away from the essay assignments in their current form. I got the impression that the students continuously developed their understanding and thoughts about gender and technology during the course. They were brilliant at the poster presentation and their progress was very visible and they were also very good at communicating that. However, the final essay on which much of the grade depends did not in all cases correspond with the skills they learned during the class. So we either have to raise those skills and introduce a module about academic writing (see above) or change the examination overall.