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Titolo	Gender in STEM Education in the Arab Gulf Countries // Martina Dickson, Melissa McMinn, and Dean Cairns, editors
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ISBN	981-19-9135-9
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (250 pages)
Disciplina	510.71
Soggetti	Mathematics - Study and teaching - Social aspects Engineering - Study and teaching - Social aspects Sex differences in education Educació STEM Diferències entre sexes en l'educació Condicions socials Llibres electrònics Estats del Golf Pèrsic
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	'Science is a Boys' Subject': Changing Perceptions in the Arabian Gulf -- Epistemological beliefs about science and their relations to gender, attitudes to science and science achievement in UAE schools -- The Drawing A Scientist Test (DAST): How do girls in the UAE present visual characteristics of female scientists, and what does this mean for gender equity of science careers? -- Changing perceptions of the learning environment and attitudes towards mathematics through inquiry-based learning: Girls in middle school classrooms in the UAE -- Mathematics anxiety in females – breaking the cycle -- Gender Differences in ICT Literacy: ICT-related Individual Characteristics and Enabling Factors -- Understanding of environmental issues across two Gulf countries: Do girls know more than boys in government schools? -- Female STEM Leadership in the Gulf: Journeys through Education -- Gender Representation in STEM departments in Higher Education Institutions in the UAE.

This book explores the critical issues in gender and STEM education in the Arabian Gulf, written within a context of educational systems developing rapidly over recent decades. With the ever-growing need for a highly skilled, gender-inclusive STEM workforce, the issues raised in this book are more topical than ever. It presents chapters from various sectors such as children's perceptions of science, scientists and their work, adolescent and university years by studying large-scale secondary data variations across countries in the region and finally presenting work relating to gender in STEM education. The book closes with a chapter on factors of success in female leaders' STEM career journeys. It offers recommendations for both policy and practices in gender equity in the STEM workplace, based on their experiences. This book is written in a highly accessible yet academic manner. It is an essential resource for a wide-ranging audience interested in the complex relationships between gender and STEM.

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