



GEDIS - Gender Diversity in Information Science:

Challenges in Higher Education

Project Reference: 2024-1-ES01-KA220-HED-000246558

<https://ub.edu/GEDIS>



Co-funded by
the European Union

Teaching Guide – OER: Women in Science and Engineering in the EU

Co-funded by the European Union. The opinions and views expressed are solely those of the author(s) and do not necessarily reflect those of the European Union or the Spanish Service for the Internationalisation of Education (SEPIE). Neither the European Union nor the granting authority can be held responsible for them.





**GEDIS - Gender Diversity in Information Science:
Challenges in Higher Education**
Project Reference: 2024-1-ES01-KA220-HED-000246558
<https://ub.edu/GEDIS>



GEDIS

Gender Diversity in Information Science: Challenges in Higher Education

OER – Teaching guide

Barcelona, 27/03/2025



Citación: Boté-Vericad, Juan-José, Thomas Mandl, Stefan Dreisiebner, Dzejla Khattab, Drahomira Cupar, Michaela Dombrovská, and Boris Badurina. 2025. *Women in Science and Engineering in the EU*. 10.5281/zenodo.15108435.



1. Purpose of this Open Educational Resource (OER)

This Open Educational Resource (OER) is designed to support teaching staff in addressing gender inequalities in the fields of science and engineering. Based on the latest Eurostat data (2023), this material facilitates reflection and discussion on women's participation across different sectors of the European Union.

2. Learning Objectives

By the end of the session, students will be able to:

- Interpret statistical data on gender distribution in STEM sectors.
- Reflect on structural inequalities in employment by sector.
- Propose possible actions to address gender gaps in academia and industry.

3. Suggestions for Classroom Use

- Introduce the infographic as a visual resource at the beginning of a session on gender and STEM.
- Invite students to analyse each chart and summarise the main trends.
- Pose guiding questions and facilitate discussion in small groups or plenary.

4. Reflection Questions

1. Why do these inequalities exist across sectors?
2. How is this gender gap reflected in universities and academic institutions?
3. What actions can be taken to reduce these inequalities?

5. Assessment Rubric (Basic Criteria)

Criterion	Excellent (4)	Good (3)	Needs Improvement (1–2)
-----------	---------------	----------	-------------------------



**GEDIS - Gender Diversity in Information Science:
Challenges in Higher Education**

Project Reference: 2024-1-ES01-KA220-HED-000246558

<https://ub.edu/GEDIS>



Co-funded by
the European Union

Understanding of Data	Accurately interprets charts and draws clear conclusions.	Interprets most data correctly with minor errors.	Misinterprets or overlooks key data.
Critical Thinking	Provides in-depth analysis with relevant insights.	Shows some analysis and pertinent ideas.	Limited analysis or superficial comments.
Participation in Debate	Actively participates and supports ideas with evidence.	Participates occasionally with general remarks.	Rarely participates or deviates from the topic.
Clarity of Proposals	Suggestions are specific, realistic, and well-justified.	Suggestions are relevant but lack detail.	Suggestions are vague or unrealistic.