B.4.1. Inclusive teaching

Scenario 1 - Engineering Design Class

(Reading time: 5 minutes)

Setting: A mid-sized lecture hall in an engineering school. Professor T. is leading a discussion on design challenges in mechanical engineering, focusing on real-world materials science applications. The student population has a mix of genders.

Professor T.: "Alright, let's discuss the principles behind structural integrity. Can anyone tell me why carbon fibre is often chosen in aerospace engineering?"

(Looks around the room and calls on Michael, a male student who has raised his hand.)

Michael: "Because it's lightweight and extremely strong, which helps improve fuel efficiency."

Professor T.: "Great answer, Michael! Now, think of someone like Elon Musk, who's constantly pushing boundaries with SpaceX. This is why understanding material properties is so critical. Now, here's a question about load-bearing capacity..."

Josh: "I'd say it's because carbon fibre can handle tension well but might be weaker under certain types of pressure."

Professor T.: "Excellent point, Josh. This reminds me of how engineers like Henry Ford really revolutionised the industry by focusing on materials and efficiency. Alright, let's look at a case study... "

(The professor continues calling on male students for all technical questions while occasionally calling on female students for administrative or logistical questions, like those regarding deadlines or teamwork logistics. Female students have their hands raised for technical questions, but are overlooked).

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Answer worksheet

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