Lecturer 3 interview

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**SUMMARY KEYWORDS**

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00:00

All right, so do I have your verbal consent for us to continue this interview?

00:10

Okay, thank you. All right, thank you so much for meeting for us to do this interview, I’ll just go right into it. I want to understand, if you think there are any barriers to gender inclusivity where sciences are concerned. So, which barriers do you think are there In a science programmes? Or Where things that are inhibiting? You know, females to take up sciences, if that is the case. For the past couple of FGDs I've been holding, I've been hearing the sentiments that, you know, there tend to be more males than females on the science programmes. And for some, although for some programmes, they are more females than males. But what do you think are the barriers to just “gender inclusivity”? In general, for the science for the science programmes?

01:17

Taking particular, WUA, yes, yes.

Okay. From my analysis, I haven't like been long in WUA. From a rough analysis, what I can say is, or has been hindering mostly women per se, into uptaking sciences, I think it was the lack of maybe the showcasing of what the science field is all about. If you look at the institute, the Women’s University, let’s talk about science resources, the thing is because for someone to be interested in sciences, it has to be both theory and practical. And if someone is getting to learn them, just in theory, you never really get the interest of it. But if you look, now we have a lab that's been set up like it's almost up to full functionality. So, with the let me say, instruments, components and gadgets, they’ll get to be showcase. Hoping that will launch the lab sometime this June, maybe it will showcase was the science sector is all about to them. So I think it's that’s just been lacking at WUA.

02:55

Right? But is there like a gender policy at WUA? When it comes in terms of enrollment for sciences?

03:07

No, not in particular no.

At WUA We have 85% women and, 15 percent are men. So if you are talking about gender, then it doesn't really it doesn't really suit because like, the field is really the majority of women. So, is there are women already, the one thing that's like hindering them to uptake science is the interest or the more of the science department may be showcasing what they have. That's something that's going to be on their path, because we have a lab that that's been set up a computer lab hardware lab. So, with that now in process, I'm hoping I'm really, really hoping that more of women are going to be interested in finding programmes.

04:11

Okay. Yeah. And well, how do you think like, in your opinion, like, let's say they, you know, the science lab is in full functionality, they managed to showcase what the science is about. And let's just say, then there's an increase of, you know, people taking up the sciences. In your opinion, how do you think WUA would actually benefit from an increased uptake of Sciences? By by students?

04:43

Well, the increase that definitely is going to be there, it’s going to be there. If I can say, WUA is going to benefit a lot because not only are we going to be showcasing basic science capabilities, but we’re also going to be showcasing as far as operation of drone, operation of robotics, if I can say. So with that, now we are not only showcasing our to our students, but also to also women out there who want to join WUA. I don't know if I answered your question.

05:35

Okay. So far, it's okay, I can take that. And besides the showcasing of the, you know, basically the showcasing of the sciences and what they can do, are they any other things that you think WUA can also do, I guess, to promote the sciences? Especially for those who you had mentioned, that may also be an interest issue. Is it something else that they can do in your opinion?

06:11

As an institute, I think so far was being carried out like introducing science courses. Because right now, we don't have like, a science faculty per se, because all these sciences are being done under the Department of IS. So, you get to see that they are going to be maybe there's going to be an introduction of a course of Internet of Things, that’s science. So far, I can say is we are in the progress of doing that. We are still is still a long way. And we're hoping that we'll actually have a department of our own or, a faculty.

07:03

All right. Thank you. And when it comes to the academic programme planning and design side of things, is there a requirement for gender to be included in all programmes at WUA?

07:22

So you come again,

07:24

is there a requirement for gender to be included in all programmes at WUA?

07:31

Meaning like?

07:39

Yeah, is it a requirement? Like, is there a course a gender course that students go through like, those who do sciences, and those who do not, is it like, a requirement?

07:52

No, it's not. It's not a requirement. All right, everyone is, is welcome on doing the science programme, mostly, mostly encouraging women.

08:03

All right, and are gender equality goals, and objectives included when you make your science programmes. When you design the plan for the let's say, for the semester, do you consider aspects of gender like for example, needs assessment to ensure there is maximum participation of all students, or goals and objectives that are gender related. Which you “I want to see this kind of performance”? If there's been, for example, like let's say some males or some females are struggling, you particularly look at the goals and objectives for this like, okay, how can we improve this? Is there something like that, that you go through? When you design your programmes?

08:50

In the designing of programmes, that's much I can't really like, answer to but what I can do is like, answer it in this way. Say, for example, the class that I'm teaching physical computing and Internet of Things. I have four, I have four students, which two are females, two are male. So, when it comes to practicals, what I do is, I don't, like separate then like you, like, do a project in binomials just the same gender. What I do is I take it a lady and a guy so that they can cooperate together. Balancing out. If there's any lack of cooperation, they would meet somewhere in the middle.

09:44

And whilst we're still on this question, I'm sure you've heard like something along the lines of let's say pedagogy, right? Basically teaching and learning strategies that are used in education. Have you ever heard of gender responsive pedagogy?

No. I’ve not.

All right. So basically, gender responsive pedagogy is considering the needs and background differences of both male and female students, so that their participation is enhanced more in their classroom. So, even if maybe by term, you may not have heard about it, but how do you, for example, like, ensure there’s gender sensitivity in your lesson planning. You did mention about how you make sure that when you're grouping them up, you are grouping them up in in, in the mixed gender so that, you know, they learn cooperation. But when it comes to, let's say, lesson planning, or maybe not lesson planning, but when it comes to the learning materials, right? How do you ensure like gender sensitivity, and inclusivity when teaching them, the learning materials. So for example, materials tend to, the way that they're made, they just come in their form, right. But some of them might have this, let’s say when they're giving examples or illustrations in the books, they might be talking about males and things like that, or giving I guess a better light to males, when they are doing illustrations. These are very subtle things. But over time, you know, these are the little things that can be, they have like a an undertone, or negative when it comes to at least the learning experience for some of the genders. So, I don't know, have you many have you ever thought along the lines of how you could make learning materials? gender sensitive? Or at least trying?

12:06

Okay, not the same. Like, if I can say, yes, even the information uptake is different in males and females. Right. Okay. And given all that. Personally, I don’t do the whole “this is male focus, or this is female focus,” I just take it like, it's just one thing. There is no selection of gender. Okay, let's say for example, if I'm going to select someone for programming, I don't select a guy or just one guy, but I select two people, a girl and a boy. You both tuckle that, that situation, if it's programming, if it's hardware setup, I don't just select one. And I try to bring the balance the balance to it. That's why like I said, even in projects, I have four students, two are female, two male. I just do them together.

13:25

All right. And from your assessment in terms of performance wise, from I guess, the experience these students in particular. Do do you think females perform better than males are males perform better than females? In your general assessment?

13:47

Okay, in my general assessment, Which I can do a particular assessment of my class. One of my brightest students is a girl. She's the one who usually comes outstanding than the guys in the in the group. Okay. Yeah.

14:09

All right. And so, when it comes to staff development, do staff go through gender awareness training?

14:23

In my case, I didn't go through that. Okay, I had to go through the values of goals and all that. But I didn't go for the orientation per say, but though it was programmed.

14:39

Okay. You did mention that it hasn't been a long time since you've been at WUA. So I'm just wondering if you're still able to answer this question, which is what is the retention and completion ratios of the science programmes for the students, so males versus females, like by the time they start the class, and by the time that they finish, like, how are their ratios like?

15:14

Okay, I think that's like what you mentioned that I can only do an analysis after maybe like when the they're done with their exams. That's when I can really like, put into this.

15:32

Alright, so that's okay. So, I don't know if you have anything else that you think would be beneficial for this study for me to include? Do you have any comments, any opinions that you might want to share? That I can also consider as I do a write up on my research as a whole?

16:00

I think I'll have to get back to you on that, after I like thought more about it, and what could be added and all that.

16:12

Okay. Can I be your contact? Okay, that's okay. You can also reach me on my email, I'll send you the email address to you in the group chat. So that if you have anything else that you want to mention, that says research wise, you can also just send me an email.

16:34

Okay, no problem.

16:38

All right. Thank you so much. This we've already reached the end of our conversation. It wasn't going to be long. But thank you so much for availing yourself for this interview.

16:52

You're much welcome.

16:53

All right, enjoy the rest of your day and happy Africa day.

17:00

Likewise,

17:01

thank you