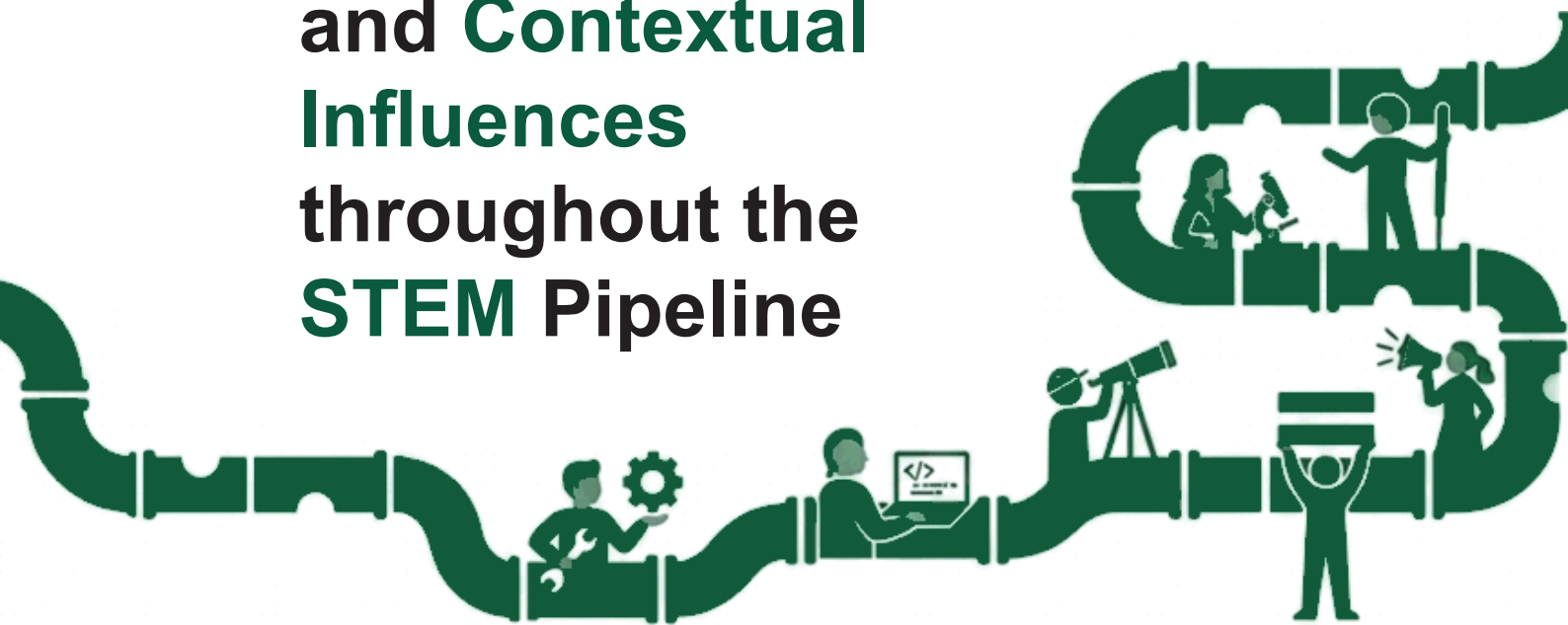


# Network Gender & STEM Conference 2026

Detailed Program

Gender, Diversity,  
and Contextual  
Influences  
throughout the  
STEM Pipeline



July 9 — 11, 2026

University of Salzburg, Austria

[gstem26.erz-salzburg.at](http://gstem26.erz-salzburg.at)

## Conference Agenda

The detailed program reflects the status as of 18 May 2026. Organizational details, such as the chairs of the sessions for individual papers, will be added by the end of May 2026. The presentation time for individual papers is approximately 12 minutes, followed by about 3 minutes of discussion. Updates will always be made in ConfTool:

<https://www.conftool.pro/gstem2026>

### Network Gender & STEM Conference 2026

**Date: Thursday, 09/July/2026**

**7:00pm - 10:00pm**

**010: Welcome Reception**

Location: **Rooftop Terrace Unipark Nonntal**

**Date: Friday, 10/July/2026**

**8:30am - 9:00am**

**020: Conference Opening**

Location: **Campus Level Foyer | Level 0**

**9:00am - 10:00am**

**030: Keynote: Prof. Heidrun Stöger**

Location: **E.001 | Main Lecture Hall | Level 0**

Professor of School Pedagogy, University of Regensburg (Germany)

#### **Unlocking Potential: How Mentoring and Networking Drive Girls' Engagement in STEM**

Despite decades of initiatives to promote gender equity in STEM, the underrepresentation of girls and women remains a persistent global issue. Research shows that mentoring and structured networking can play a transformative role in addressing this gap—offering guidance, role models, and long-term support that shape educational and career trajectories. This keynote explores how digital mentoring and online communities can foster sustained STEM engagement among girls. Drawing on findings from large-scale, longitudinal research—including evidence from CyberMentor, Germany's most extensive online STEM mentoring program for girls—this talk illustrates how structured mentor-mentee relationships and digitally facilitated peer interactions contribute to increased self-efficacy, stronger STEM identity, and career intentions. Crucially, these changes are shown to influence actual study and career choices in STEM. The presentation highlights the mechanisms that make mentoring effective: authentic role modeling, accessible communication, and digital communities and projects that enable ongoing STEM-related exchange. Particular emphasis is placed on how the quality and frequency of interaction – both with mentors and within peer networks – shape developmental outcomes. The integration of online mentoring with in-person, hands-on STEM experiences (as in hybrid models such as CyberMentor Plus) emerges as a promising direction for increasing impact. By synthesizing empirical insights and practical strategies, this keynote offers evidence-based guidance for educators, policymakers, and program designers seeking to build inclusive, scalable frameworks for engaging the next generation of women in STEM. It makes the case for mentoring and network-building not as add-ons, but as core components of effective STEM education and equity efforts.

10:00am - 11:00am 040: Poster Session with Integrated Coffee Break

Location: E.003 | Poster Session | Level -1

**Does parents' STEM capital pave the way? An overview of identification, career choice motives, STEM choice intentions of students at German Secondary Schools with a focus on gender**

**Johanna Pfeuffer<sup>1</sup>, Heidrun Stöger<sup>2</sup>, Albert Ziegler<sup>1</sup>**

<sup>1</sup>Friedrich-Alexander-University of Erlangen-Nürnberg, Germany; <sup>2</sup>University of Regensburg, Germany

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**Understanding the Impact of STEM College and Career Preparation Experiences among High School and Undergraduate Students**

**Sabina Iturralde, Qianqian Wang, Yamini Bhukya, Jessica Summers**

University of Arizona, United States of America

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**Science Capital in Primary Education: Conceptual Foundations, Pilot Findings, and Directions for the Design-Based Research Project PrimaMINT**

**Sabine Hasenhütl<sup>1</sup>, Anna Hainberger<sup>1</sup>, Smrina Malkoc<sup>1</sup>, Daniel Dulle<sup>1</sup>, Silke Luttenberger<sup>1</sup>, Manuela Paechter<sup>2</sup>, Paromita Roy<sup>3</sup>**

<sup>1</sup>Pädagogische Hochschule Steiermark, Austria; <sup>2</sup>Universität Graz, Austria;

<sup>3</sup>Jagadis Bose National Science Talent Search, India

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**Observing Physics, Observing Gender: Classroom practices and interactions**

**Natascha Musters, Rian Aarts, Marije van Amelsvoort, Marc Swerts**

Tilburg University, Netherlands, The

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**Invisible Rules, Visible Gaps: Descriptive and Injunctive Norms regarding Girls' STEM Pathways**

**Anne-Sophie Forche<sup>1</sup>, Albert Ziegler<sup>2</sup>, Heidrun Stöger<sup>1</sup>**

<sup>1</sup>University of Regensburg, Germany; <sup>2</sup>Friedrich-Alexander University Erlangen-Nuremberg, Germany

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**The Female Fish in the Big Male Pond: Gender and Achievement Compositions' Impact on Mathematics Self-Efficacy and STEM Career-Aspirations**

**Jana Schuster, Annabell Daniel**

Ludwig-Maximilians Universität, München, Germany

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**Supportive relationships in STEM higher education: Understanding factors that encourage STEM career aspirations**

**Zulima Marti Cunat<sup>1</sup>, Isabel Ferreras Gonzalez<sup>2</sup>, Oksana Kavatsyuk<sup>1</sup>**

<sup>1</sup>University of Groningen, The Netherlands; <sup>2</sup>Graduate School of Quantum Technologies, Université Paris Cité, France

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**Niedersachsen-Technikum: Study STEM? Just give it a try!**

**Judith Elisabeth Bräuer, Svenja Folkerts, Johanna Risse**

Hochschule Osnabrück, Germany

**The Dynamic Holistic Convergence Model (DHCM): A new Theoretical Perspective on the Gender Gap in STEM**

**Brigitte Merz<sup>1</sup>, Heidrun Stöger<sup>2</sup>, Albert Ziegler<sup>1</sup>**

<sup>1</sup>Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany; <sup>2</sup>Universität Regensburg, Germany

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**Mapping Gendered Networks in Mathematics through Doctoral Supervision and Co-authorship Analysis**

**Dongna Chen, Gerold Jäger, Helena Pettersson, Lars-Daniel Öhman**

Umeå University, Sweden

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**Introducing a new Personalized Relevance Intervention for Mathematics Education**

**Luis Fischer, Hanna Gaspard**

University of Konstanz, Germany

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**Do Role Expectations of STEM Professionals who Mentor Girls in STEM and Teachers who Support the Mentoring via Extracurricular STEM Clubs Align?**

**Natalie Bauer<sup>1</sup>, Kathrin J. Emmerdinger<sup>1</sup>, Sonja Bayer<sup>1</sup>, Albert Ziegler<sup>2</sup>, Heidrun Stöger<sup>1</sup>**

<sup>1</sup>University of Regensburg (Germany); <sup>2</sup>University of Erlangen-Nuremberg

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**STEM? No, thank you! The career development of women in STEM fields and how university communications can help attract more women to STEM degree programs**

**Svenja Folkerts**

Hochschule Osnabrück, Germany

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**Gender differences among students in active-learning classrooms in university STEM education**

**Emilia Duszynska, Bent Beckmann, Oksana Kavatsyuk**

University College Groningen, University of Groningen, The Netherlands

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**A double-edged sword: does the use of AI and other digital technologies reduce or exacerbate existing gender inequalities in the labour market?**

**Carola Burkert, Britta Matthes, Grienberger Katharina**

IAB, Germany

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**The Influence of Gender-Sensitive Language in German on Memory Retrieval: Cognitive Implications for Gender-Fair Communication in STEM**

**Carla Heinicke, Vera Ruthsatz, Hartmut Neuf**

Universität Koblenz, Germany

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**The Role of Undergraduate Research and Mentorship in Supporting STEM Students**

**Stephanie Ramos**

Oregon State University, United States of America

**Gender Awareness as a Blind Spot in Professional Learning: Reflections from Pre- Service Primary Teachers in the Austrian Summer School Program**

**Anna Hainberger, Sabine Hasenhütl, Smirna Malkoc, Silke Luttenberger**  
University College of Teacher Education Styria, Austria

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**Boosting female participation in Technical Vocational Education and Training**

**Emilija Schornagel, Oksana Kavatsyuk**  
University College Groningen, University of Groningen, The Netherlands

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**Women Belong Here: Dissecting the Communities of Practice of a Doctoral Mathematics Program in the United States**

**Brandi Whiteman**  
Oregon State University, United States of America

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**Empowering Future Educators: STEM Majors' Journey in K-12 Teaching**

**Mamta Singh, Kenidy Bennett, Maryah Javed**  
Lamar University, United States of America

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**Beyond the Textbook: Teaching STEM Through the Lens of Global Trade**

**Mamta Singh, Maryah Javed**  
Lamar University, United States of America

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**Three essentials for a successful STEAM education for girls**

**Alexandrina Satnoianu**  
none, Lithuania

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**Sense of Belonging, equity and the reduction of gender segregation in technical and computer science studies**

**Daniel Gysin<sup>1</sup>, Peter Rigert<sup>2</sup>, Dorothee Brovelli<sup>1</sup>**  
<sup>1</sup>Pädagogische Hochschule Luzern, Switzerland; <sup>2</sup>PH FHNW, Switzerland

11:00am - 12:00pm

**050: Panel Discussion**

Location: **E.001 | Main Lecture Hall | Level 0**

Panel Discussion

This session is a moderated panel discussion on the conference theme, bringing together distinguished experts from academia, research leadership, STEM coordination, and educational psychology.

Panelists in alphabetical order

**Prof. Jacquelynne S. Eccles**

Professor Emeritus, School of Education  
University of California, Irvine, USA

**Prof. Jutta Horejs-Höck**

Vice Rector for Research; University Professor of Biosciences and Medical  
Biology  
University of Salzburg, Austria

**Dr. Carmen Wageneder-Schmid**

Head of MINT Salzburg / STEM Coordination Office  
Innovation Salzburg, Austria

**Prof. Allan Wigfield**

Professor Emeritus, Department of Human Development and Quantitative  
Methodology  
University of Maryland, USA

Moderator

**Prof. Burkhard Gniewosz**

Professor for Quantitative Research Methods in Educational Science  
University of Salzburg, Austria

12:00pm - 1:30pm

**060: Lunch**

1:30pm - 3:00pm

**070: Symposium - Developmental Perspectives on Women in STEM**

Location: Room 1.006 & 1.007 | Level 1

**A developmental lens on gendered stereotypes, motivations, educational and workplace influences on girls'/women's STEM engagement**

*Chair(s):* **Helen M. G. Watt** (University of Sydney, Australia)

*Discussant(s):* **Jacquelynn S. Eccles** (UC-Irvine, USA)

*Presentations of the Symposium*

**A Cultural-Historical Study of the Genesis and Disruption to Girls' Motives and Competencies in STEM**

**Marilyn Fleer**

Monash University

**The Emergence of Gender Stereotypes about STEM Fields in Early and Middle Childhood**

**Carlo Tomasetto<sup>1</sup>, Sarah Martiny<sup>2</sup>**

<sup>1</sup>University of Bologna, Italy, <sup>2</sup>UiT The Arctic University of Norway

**Gendered Development of Motivational Beliefs in STEM-related Fields During Adolescence: A Situated Expectancy-value Perspective**

**Wendy Symes<sup>1</sup>, Rebecca Lazarides<sup>2</sup>**

<sup>1</sup>University of Muenster, Germany, <sup>2</sup>University of Potsdam, Germany

**Experimental, behavioral research on expressions of subtle gender bias among STEM undergraduates**

**Denise Sekaquaptewa<sup>1</sup>, Nadia Vossoughi<sup>2</sup>, Lorelle Meadows<sup>3</sup>**

<sup>1</sup>University of Michigan, USA, <sup>2</sup>Grinnell College, USA, <sup>3</sup>Michigan Technological University, USA

**Navigating Gendered Pathways: Women's Leadership in India's Elite STEM Institutions**

**Ravinder Kaur<sup>1</sup>, Taanya Kapoor<sup>2</sup>**

<sup>1</sup>Indian Institute of Technology Delhi, <sup>2</sup>University of Oxford

1:30pm - 3:00pm

**071: Symposium - Inclusive Belonging in STEM**

Location: Room 2.407 | Level 2

**Building gender-inclusive belonging in STEM education and emerging industries**

*Chair(s):* **Eva Cheng** (University of Technology Sydney)

*Discussant(s):* **Petra Lucht** (Technische Universität Berlin)

*Presentations of the Symposium*

**Understanding the critical role of inclusive community in STEM gender equity programs**

**Emily Canda, Faezeh Karimi, Rodrigo Perez Toledo**

University of Technology Sydney

**Building inclusion and belonging in engineering classroom climates**

**Eva Cheng, Catharine Pruscino**

University of Technology Sydney

**Integrating Gender Aspects into the Curricula of Bachelor's and Master's Degree Programs: An Inter-university Certificate Program on Gender & Diversity in Science & Technology Studies**

**Prof. Dr. Petra Lucht<sup>1</sup>, Prof. Dr. Martina Erlemann<sup>2</sup>**

<sup>1</sup>Technische Universität Berlin, <sup>2</sup>Freie Universität Berlin

**Gendered In/Visibilities in STEM – the case of quantum technologies**

**Prof. Dr. Martina Erlemann, Andrea Bossmann, Tamar Grosz**

Freie Universität Berlin

**Virtual Realities and Genuine Participation: Contributions of VR and AR to Diversity, Gender and Healthcare**

**Prof. Dr. Heike Wiesner, Lily Dausch, Jan Stepczynski, Kaan Turan**

Berlin School of Economics and Law, Harriet Taylor-Mill Institute

1:30pm - 3:00pm

**072: Symposium - Gendered (Meta-)Cognition in STEM Education**

Location: Room 2.337 | Level 2

**Gendered patterns in cognitive and metacognitive processes across STEM education**

*Chair(s):* **Manuela Paechter** (University of Graz, Austria), **Silke Luttenberger** (University College of Teacher Education Styria)

*Discussant(s):* **Penelope Watson** (The University of Auckland)

*Presentations of the Symposium*

**STEM education in virtual reality: Gender differences in cyber sickness, cognitive load, and learning**

**Carina Galler, Bernhard Ertl**

Universität der Bundeswehr München

**Confidence, calibration, and gender differences in rational number understanding**

**Christina Imp<sup>1</sup>, Florian Stampfer<sup>2</sup>**

<sup>1</sup>University College of Teacher Education Tyrol, <sup>2</sup>University of Innsbruck

**Understanding the gender gap in computational thinking: The role of prior programming experience**

**Julia Pöschko<sup>1</sup>, Ferenc Kemény<sup>2</sup>, Karin Landerl<sup>1</sup>**

<sup>1</sup>University of Graz, <sup>2</sup>University of Graz, Eötvös Loránd University

**Computational thinking as a gateway to equitable STEM learning: Bridging teacher education and classroom practice**

**Sabine Hasenhütl<sup>1</sup>, Manuela Paechter<sup>2</sup>, Silke Luttenberger<sup>1</sup>**

<sup>1</sup>University College of Teacher Education Styria, <sup>2</sup>University of Graz

1:30pm - 3:00pm

**073: Symposium - Gendered Care Work in Academia**

Location: **Room 1.003 | Level 1**

**Care work in the academy and its gendered implications for STEM**

*Chair(s):* **Leslie Gonzales** (University of Arizona, United States of America)

*Discussant(s):* **Josiah Rosario** (University of Michigan)

*Presentations of the Symposium*

**Layers of constraint: Gendered discourses of choice in career decision-making of men and women STEM postdocs**

**Dawn Culpepper<sup>1</sup>, Ivet Parra-Gaete<sup>2</sup>**

<sup>1</sup>University of Maryland, <sup>2</sup>University of Arizona

**The changing career trajectories of new parents in STEM**

**Erin Cech**

University of Michigan

**Times of crisis: Early career scholars' experiences by parental status, gender, and race/ethnicity**

**Danielle Parra, Isis Settles**

University of Michigan

**An ethic of care/rage? STEM doctoral students' orientations to academic work**

**Leslie Gonzales, Karina Rodriguez, Brooke Moreno**

University of Arizona

1:30pm - 3:00pm

**075: Individual Papers - STEM Gender Choices**

Chair: **Hanna Gaspard**

Location: **Room 1.004 | Level 1**

**Student Competitions in STEM Fields: Why Do Girls and Boys Choose (Not) to Participate?**

**Lorena Fleischmann, Vivien Rieder, Birgit Spinath**

Ruprecht-Karls-Universität Heidelberg, Germany

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**What predicts STEM choices and retention? A meta-analytic path analysis of existing research on the situated expectancy-value theory.**

**Fabian Heller<sup>1</sup>, Albert Ziegler<sup>2</sup>, Heidrun Stöger<sup>1</sup>**

<sup>1</sup>University of Regensburg, Germany; <sup>2</sup>Friedrich-Alexander University of Erlangen-Nuremberg, Germany

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**Why do people decide for or against a career in STEM? A study on interest in STEM and reasons for or against a STEM career in Switzerland**

**Susanne Metzger, Laura Villardita**

University of Basel and FHNW School of Education, Switzerland

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**Blind Entry, Rational Exit: Lagged Responses to Labor-Market Signals and Gender in STEM educational decision-making**

**Mingming Li, Wilfred Uunk**

University of Innsbruck, Austria

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**Selecting a vocational program: intraindividual motivational hierarchies predicting occupational interests and required skills**

**Kukka-Maaria Polso<sup>1</sup>, Hanna Gaspard<sup>2</sup>, Heta Tuominen<sup>3</sup>, Petri Ihantola<sup>4</sup>, Markku Niemivirta<sup>3</sup>**

<sup>1</sup>University of Helsinki, Finland; <sup>2</sup>University of Konstanz, Germany; <sup>3</sup>University of Eastern Finland, Finland; <sup>4</sup>University of Jyväskylä, Finland

1:30pm - 3:00pm

**077: Individual Papers - Mentoring Women in STEM**

Chair: **Claudia Uebler**

Location: **Room 1.005 | Level 1**

**Peer Mentoring of Undergraduate and Graduate Women in Science and Engineering: Intentional Persistence, Behavioral Persistence, and Generative Leadership**

**Angela Kelly<sup>1</sup>, Kristin Sherwood<sup>1,2</sup>**

<sup>1</sup>Stony Brook University, United States of America; <sup>2</sup>St. Joseph Hill Academy, United States of America

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**Mentor Role Expectations in Mentor–Mentee Dyads: Alignment and Impact on Mentoring Success in a STEM Program for Girls**

**Kathrin Johanna Emmerdinger<sup>1</sup>, Claudia Uebler<sup>1</sup>, Sonja Bayer<sup>1</sup>, Albert Ziegler<sup>2</sup>, Heidrun Stöger<sup>1</sup>**

<sup>1</sup>University of Regensburg, Germany; <sup>2</sup>Friedrich-Alexander University of Erlangen-Nuremberg, Germany

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**Mentoring as a Bridge to Gender Equity in STEM Pathways: Lessons from STEM Sista’s Implementation Across Urban, Regional, and Rural Australia**

**TERESA JANOWSKI**

Stem Fasttrack, Australia

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**Beyond Good Intentions: Evidence-Based Mentoring Programs for Girls in STEM**

**Tahnee West, Cindy Ann Smith, Carly Steele**

Curtin University, Australia

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**Leveraging Mentoring to Advance Girls in STEM in Low- and Middle-Income Countries**

**Eric Opoku Agyemang**

Patriots Ghana, United States of America

<p><b>1:30pm - 3:00pm</b></p>	<p><b>079: Make a Pitch</b>  Location: <b>Room 2.206   Level 2</b></p> <p><u>Make a Pitch</u>  This 90-minute moderated session invites participants to briefly present a project, idea, initiative, or collaboration proposal. The format is not intended as a scientific presentation, but as an opportunity to share ideas, receive feedback, encourage exchange, and initiate potential collaborations. Each pitch may last a maximum of 5 minutes.  Participants are asked to prepare a concise pitch outlining the core idea, its relevance, current stage of development, and the type of feedback or collaboration they are seeking. Slides are optional and should be limited to a maximum of three. The session will include a pitch round, moderated feedback, and time for networking and identifying potential collaborations.</p> <p><u>Moderation</u>  <b>Dr. Mellissa Hardtke</b></p>
<p><b>3:00pm - 3:30pm</b></p>	<p><b>080: Coffee Break</b>  Location: <b>Library Level Foyer   Level -1</b></p>
<p><b>3:30pm - 4:30pm</b></p>	<p><b>090: Keynote: Prof. Prajval Shastri</b>  Location: <b>E.001   Main Lecture Hall   Level 0</b>  Indian Institute of Astrophysics (retired) Adjunct Professor, University of Western Australia (Australia)</p> <p><b>Degendering Physics: Why So Slow?</b></p> <p>Among the STEM disciplines, physics has been long-known to exhibit among the most skewed of gender gaps. It has been over a quarter of a century since attention has been drawn to the evidence that the over-representation of men at multiple levels in the physics enterprise is significant and global, though to varying degrees. The evidence also has pointed to the cause being societal patriarchy leaching into academia and causing gender-based discrimination within, a trend not tempered by the "objectivity" that is attributed to the physics discipline. Progress towards a more equitable physics enterprise has been slow, however. I will argue that the slowness is because several mitigative interventions seek to address only the symptoms, besides also being moulded by patriarchy, and that it is important to explicitly step away from the all-too-common "Fixing-the-women" approach. Instead, the focus needs to be on addressing the root causes of gender inequity. Interventions need to be interrogated on whether they will bring about long-term cultural transformation, whether they exclude anyone and whether they could cause harm, and whether as physicists we have really constructed "merit" in a way that actually promotes understanding our universe. Specific examples from across the globe will be discussed.</p>
<p><b>4:30pm - 4:45pm</b></p>	<p><b>100: Room Change</b></p>

4:45pm - 5:45pm

**110: Individual Papers - STEM Role Models and Social Agents**

Location: Room 2.206 | Level 2

Chair: Heidrun Stöger

**Title: The impact of parental and teacher involvement on students' self-confidence in Science, Technology, Engineering and Mathematics: comparing boys and girls in Kayonza (Rwanda) high schools.**

**Dianah MUTONI**

KU Leuven, Belgium

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**Navigating the STEM Pipeline: A Scoping Review of Social Agents and Gender Equity**

**Maryam Shiani<sup>1</sup>, Charlotte Popp<sup>1</sup>, Heidrun Stöger<sup>2</sup>, Albert Ziegler<sup>1</sup>**

<sup>1</sup>Chair of Educational Psychology and Excellence Research, Friedrich-Alexander-University Erlangen-Nuremberg, Germany; <sup>2</sup>Chair of School Research, School Development, and Evaluation, University of Regensburg, Germany

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**More than Role Models – How STEM-professional parents shape their children's interest in STEM occupations**

**Christine Steiner, Stefan Hofherr**

German Youth Institute, Germany

4:45pm - 5:45pm

**112: Individual Papers - Gender and Digital Learning Technologies**

Chair: **Helen M. G. Watt**

Location: **Room 1.004 | Level 1**

**Gender Inequalities in Generative AI Literacy and Use among College Students for STEM Learning**

**RAN LIU, Carla Glave**

University of Wisconsin-Madison, United States of America

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**Tale of Two Schools: Ethnographic Insights into Digital Technology Use in Czech Elementary Education**

**Josef Vošmik, Nina Fárová**

Institute of Sociology, Czech Academy of Sciences, Czech Republic

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**A Gendered Perspective on Cognitive and Affective-Motivational Learning Processes in Intelligent Tutoring System Use**

**Anja Henke<sup>1</sup>, Helen M. G. Watt<sup>2</sup>, Rebecca Lazarides<sup>1,3</sup>**

<sup>1</sup>University of Potsdam, Germany; <sup>2</sup>The University of Sydney; <sup>3</sup>Cluster of Excellence "Science of Intelligence"

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**Selective Adherence Matters: Extension and Validation of Bias Blind Spot Scale to Human-Algorithm Advice Taking Systems**

**Vera Ruthsatz<sup>1</sup>, Irina Heimbach<sup>2</sup>, Oliver Müller<sup>3</sup>, Mirko Saunders<sup>1</sup>**

<sup>1</sup>University of Koblenz, Germany; <sup>2</sup>Weizenbaum Institute for Networked Society, Berlin, Germany; <sup>3</sup>Paderborn University, Germany

4:45pm - 5:45pm

**114: Individual Papers - Gender Patterns in STEM Learning**

Chair: **Alicja Zawistowska**

Location: **Room 1.005 | Level 1**

**Gender and the Computer Science Exam in Polish Secondary Schools**

**Alicja Zawistowska**

Uniwersytet w Białymstoku, Poland

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**What Sparks Enjoyment in Physics? Gendered Patterns in the Links Between Situational Enjoyment, Interest, and Teacher Relatedness**

**Kezia Olive**

University of Helsinki, Finland

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**Exploring Female Students' Perspectives on Physics Learning Experiences in Secondary Schools: A Study of Technology-Infused Instruction Using Simulation**

**Angela Rutakomozibwa<sup>1</sup>, Samson Nashon<sup>2</sup>**

<sup>1</sup>Faculty of Education - University of British Columbia, Canada; <sup>2</sup>Faculty of Education - University of British Columbia, Canada

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**Beyond Free Choice: How School Policies Shape the Gender Paradox in STEM**

**Halleli Pinson<sup>1</sup>, Yariv Feniger<sup>1</sup>, Gila Manevich Malul<sup>1</sup>, Maria Charles<sup>2</sup>**

<sup>1</sup>Ben-Gurion University of the Negev, Israel; <sup>2</sup>UCSB

4:45pm - 5:45pm

**116: Individual Papers - Gender, Skills, and Achievement**

Chair: **Lorena Ortega**

Location: **Room 2.407 | Level 2**

**Pathways to Gender Equity in Latin America and the Caribbean: A Comparative Analysis of Trends in Mathematics Gender Gaps Using PISA Data**

**Lorena Ortega<sup>1</sup>, Matías Montero<sup>2</sup>, Álvaro Romero<sup>1</sup>, Catalina Canals<sup>1</sup>, Alejandra Mizala<sup>1</sup>**

<sup>1</sup>Universidad de Chile, Chile; <sup>2</sup>University of Oxford, UK

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**Gender differences in spatial ability: a network comparison approach**

**Maksim Likhhanov<sup>1</sup>, Yulia Kovas<sup>2</sup>**

<sup>1</sup>Aix-Marseille university, France; <sup>2</sup>Higher School of Economics, Russia

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**Intersectional Effects of Sex and Parental Education in the Development of Science Literacy in Children**

**Maximilian Seitz**

Leibniz Institute for Educational Trajectories, Germany

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**Habitual video gaming and its links with spatial ability: the analysis of gender differences**

**Ksenia Bartseva, Maxim Likhhanov, Yulia Kovas**

Cognitive Health and Intelligence Centre, HSE University

4:45pm - 5:45pm

**118: Individual Papers - Career Guidance and STEM Interventions**

Chair: **Tessa Horenburger**

Location: **Room 2.337 | Level 2**

**Influencing students' expectations of STEM careers by career guidance in secondary education**

**Hanke Korpershoek**

University of Groningen, Netherlands, The

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**'kids career' – An intervention study to influence gender-specific career stereotypes and promote the interests of eight-year-old children using role models**

**Sabrina Happe, Ingelore Mammes**

University of Duisburg-Essen, Germany

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**Girls into STEM: Which interventions work?**

**Melanie C. Steffens<sup>1</sup>, Sarah E. Martiny<sup>2</sup>, Susanne Bock<sup>3</sup>**

<sup>1</sup>RPTU University Kaiserslautern-Landau, Germany; <sup>2</sup>UiT The Arctic University of Norway, Norway; <sup>3</sup>Baden-Wuerttemberg Cooperative State University Karlsruhe, Germany

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**From Battery Labs to Bold Futures: the research club Role2Role**

**Anne Geese, Tessa Horenburger**

TU Braunschweig, IFDN, Germany

4:45pm - 5:45pm

**119: Symposium - Girls and Women in STEM: Barriers and Interventions**

Location: Room 1.003 | Level 1

**Empowering Girls and Women in STEM: Barriers, Interventions, and Global Perspectives**

*Chair(s):* **Elena Makarova** (University of Basel)

*Discussant(s):* **Katja Driesel-Lange** (University of Münster)

*Presentations of the Symposium*

**From Drawings to Dreams? Kindergarten Children's Images of Scientists, Role Models, and Careers in STEM**

**Jana Lindner<sup>1</sup>, Marlene Labude<sup>2</sup>, Susanne Metzger<sup>2</sup>, Elena Makarova<sup>1</sup>**

<sup>1</sup>University of Basel, <sup>2</sup>University of Basel and FHNW School of Education

**Born or Made? How Children's Science Biographies Frame Scientific Ability and Interest**

**Jessica R. Gladstone<sup>1</sup>, Gabrielle Applebaum<sup>2</sup>, Andrei Cimpian<sup>3</sup>**

<sup>1</sup>University of Illinois, <sup>2</sup>Yeshiva University, <sup>3</sup>New York University

**Shaping STEM pathways through a female role model intervention**

**Milagros Sáinz<sup>1</sup>, Susana Gonzalez<sup>2</sup>, Beatriz López<sup>1</sup>**

<sup>1</sup>Universitat Oberta de Catalunya, <sup>2</sup>Universidad CEU San Pablo

7:30pm - 11:45pm

**120: Conference Dinner**

Date: Saturday, 11/July/2026

8:30am - 9:30am

**130: Keynote: Prof. Catherine Riegler-Crumb**

Location: **E.001 | Main Lecture Hall | Level 0**

Professor of Sociology, and Director for the Center of Research on Educational Opportunity (CREO), Notre Dame University (USA)

**Constructing (and Disrupting) Gender Inequality in STEM Fields**

Using the framework of gender as a social structure, this talk will discuss research examining how gendered messages in the local contexts of educational spaces, as well as individuals' understandings of gender, contribute to creating inequality; and whether and how they could be utilized to disrupt it. Additionally, the importance of considering variation in patterns and experiences by race and social class will be highlighted. The talk will cover a range of large-scale quantitative studies, as well as qualitative studies.

9:30am - 9:45am

**140: Room Change**

9:45am - 10:45am

**150: Individual Papers - Diversity Interventions in STEM**

Chair: **Friederike Zimmermann**

Location: **Room 1.003 | 1**

**The Disappearing Mathematical Talent of Girls: How \*Kidumatica\* Reveals, Protects, and Cultivates Hidden Potential**

**Miriam Amit**

Ben Gurion University, Israel

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**Fostering Girls' Participation in STEM through Strength-Based Mathematics Interventions: Linking Self-Concept and Belonging**

**Lara Steiner, Lisa-Marie Ruppert, Lara Gildehaus**

University of Klagenfurt, Austria

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**Who Gets Engaged? Zoomed in on Diversity Interventions in STEM Education**

**Charlotte Popp<sup>1</sup>, Diana Wengler<sup>2</sup>, Heidrun Stöger<sup>2</sup>, Albert Ziegler<sup>1</sup>**

<sup>1</sup>FAU Erlangen-Nuremberg, Germany; <sup>2</sup>University Regensburg, Germany

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**Challenging Field-Specific Ability Beliefs: A Refutation Text Intervention in Mathematics and Philosophy**

**Vanessa Clauss<sup>1</sup>, Arian Leopold<sup>2</sup>, Michaela Köller<sup>1</sup>, Friederike Zimmermann<sup>1</sup>, Daniela Renger<sup>2</sup>**

<sup>1</sup>Institute for Psychology of Learning and Instruction, Kiel University, Germany,;

<sup>2</sup>Institute of Psychology, Kiel University, Germany

9:45am - 10:45am

**152: Individual Papers - Teachers' Beliefs and Gender Equity**

Chair: **Dorothee Brovelli**

Location: **Room 1.004 | Level 1**

**Empirical Approach: Physics Identity of Preservice Science Teachers**

**Andrea Maria Schmid, Dorothee Brovelli**

University of Teacher Education Lucerne, Switzerland

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**Gender-Related Beliefs as Predictors of Future Teachers' Professional Vision in Physics Education**

**Sanja Hersche Atanasova<sup>1</sup>, Nicolas Robin<sup>1</sup>, Helen M. G. Watt<sup>2</sup>, Dorothee Brovelli<sup>3</sup>**

<sup>1</sup>University of Teacher Education St.Gallen, Switzerland; <sup>2</sup>The University of Sydney, Australia; <sup>3</sup>University of Teacher Education Lucerne, Switzerland

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**The connection between (stereotypical) teacher expectations in STEM and competency expectations of their students**

**Katharina Fink<sup>1,2</sup>, Hanna Beisert<sup>1,2,3</sup>**

<sup>1</sup>DIPF | Leibniz Institute for Research and Information in Education, Germany; <sup>2</sup>IDEA Center Individual Development and Adaptive Education; <sup>3</sup>Goethe University Frankfurt

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**Teacher Motivation and Gender Equity in Mathematics Achievement: Insights from TALIS and PISA**

**Helena Granziera<sup>1</sup>, Robert Klassen<sup>2</sup>**

<sup>1</sup>UNSW, Australia; <sup>2</sup>University of Oxford

9:45am - 10:45am

**154: Individual Papers - Parental Influence on Girls' STEM Choices**

Chair: **Yijun Won**

Location: **Room 1.005 | Level 1**

**Gendered Patterns of Parental Involvement and Student Math Performance in Korea: Evidence from PISA 2022**

**Yijun Won**

University of Wisconsin-Madison, United States of America

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**Communicative Elements of Parent-Daughter STEM Interest and Career Conversations**

**Elizabeth Dorrance Hall**

Michigan State University, United States of America

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**Why do Modern-Orthodox Jewish Women Opt Out of STEM in Higher Education?**

**Shir Megiddo, Ortal Slobodin**

Ben-Gurion University of the Negev, Israel

9:45am - 10:45am

**156: Individual Papers - Math Motivation and Gender Differences**

Chair: **Kim Heder**

Location: **Room 2.407 | Level 2**

**The influence of gender role orientations and self-concept on gender differences in interest in mathematics**

**Kim Heder<sup>1</sup>, Ilka Wolter<sup>1,2</sup>, Jan Lenhart<sup>2</sup>**

<sup>1</sup>Leibniz Institute for Educational Trajectories Bamberg; <sup>2</sup>University of Bamberg

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**Math Anxiety and Attitudes Across Genders: Understanding Their Role in Study Program Choices**

**Maristella Lunardon<sup>1</sup>, Christina Artemenko<sup>1</sup>, Serena Rossi<sup>2</sup>, Hans-Christoph Nürk<sup>1</sup>, Krzysztof Cipora<sup>3</sup>**

<sup>1</sup>University of Tuebingen, Germany; <sup>2</sup>Centre for Mathematical Cognition, Loughborough University, Loughborough, United Kingdom; <sup>3</sup>Copernicus Center for Interdisciplinary Studies, Jagiellonian University in Cracow, Poland

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**Co-development of math and reading expectancy beliefs among dually high achieving adolescents**

**Yannan Gao, Noel Wytopil, Dan John, Ann-Kathin Jaggy, Ulrich Trautwein, Benjamin Nagengast**

University of Tuebingen, Germany

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**The Asymmetric Effects of Norm-Referenced Feedback on Intrinsic Motivation in Mathematics: A Gender-Sensitive Experimental Investigation**

**Frederic Guay, Julien Bureau, Patricia Vohl, Edmond Yetongnon, Richard Bradet**

Université Laval, Canada

9:45am - 10:45am

**158: Individual Papers - Teaching Practices and Teacher Perspectives**

Chair: **Euarda Ferreira**

Location: **Room 2.337 | Level 2**

**Challenging Bias, Shaping Futures: Unpacking Gender in Teaching Practices**

**Euarda Ferreira**

Interdisciplinary Centre of Social Sciences (CICS.NOVA), NOVA FCSH, Portugal

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**Plan, teach, observe, reflect and refine: How Lesson Study helped secondary school teachers in creating a gender equitable physics lesson**

**Natascha Musters, Rian Aarts, Marije van Amelsvoort, Marc Swerts**

Tilburg University, Netherlands, The

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**Is it more ok to exclude a girl (vs. a boy) from a STEM activity? Teachers' reactions to social exclusion among students**

**Hanna Weiß<sup>1,2</sup>, Katharina Fink<sup>1,2</sup>, Jeannine Grütter<sup>3</sup>, Hanna Beißert<sup>1,2,4</sup>**

<sup>1</sup>DIPF | Leibniz Institute for Research and Information in Education, Frankfurt am Main, Germany; <sup>2</sup>IDEA-Center for Research on Individual Development and Adaptive Education of Children at Risk, Frankfurt am Main, Germany;

<sup>3</sup>Ludwigs-Maximilians University, Munich, Germany; <sup>4</sup>Johann Wolfgang Goethe-University, Frankfurt am Main, Germany

10:45am - 11:15am

**160: Coffee Break**

Location: **Library Level Foyer | Level -1**

11:15am - 12:15pm 170: Individual Papers - STEM Teacher Education

Chair: **Sasha Wang**

Location: **Room 1.003 | Level 1**

**Empowering Pre-Service Teachers Through the ACE Model: Integrating Mathematics and STEM for Meaningful Learning**

**Sasha Wang**

Boise State University, United States of America

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**Gender, Location, and Attitudes to STEM education in the Australian Teacher Preparation Pipeline**

**Craig Sims, Rebecca Walker, David Treagust**

Curtin University, Australia

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**Teaching Beyond the Binary: Effects of a Trans\*-Sensitisation Intervention on Pre-Service STEM Teachers' Awareness**

**Anneke Steegh<sup>1,2</sup>, Kaja Stürmer<sup>2</sup>**

<sup>1</sup>Leibniz Institute for Science and Mathematics Education, Germany; <sup>2</sup>Leibniz University Hannover, Germany

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**Unmasking STEM Neutrality: Queer and Non-Normative Gender Identities in STEM Teacher Education**

**Chiara Holzhäuser<sup>1,2</sup>, Anneke Steegh<sup>1,2</sup>**

<sup>1</sup>Leibniz Institute for Science and Mathematics Education, Germany; <sup>2</sup>Leibniz University Hannover, Germany

11:15am - 12:15pm **172: Individual Papers - Gender & STEM in Higher Education**

Chair: **Mellissa Hardtke**

Location: **Room 1.004 | Level 1**

**Women, Education and an Engineering Career: A Mixed-Method Study of Young Women's Affinity for Engineering in years 10 and 12**

**Mellissa Hardtke<sup>1</sup>, Leila Khanjaninejad<sup>2</sup>, Noushin Nasiri<sup>1</sup>, Candace Lang<sup>1</sup>**

<sup>1</sup>Macquarie University, Australia; <sup>2</sup>Transdisciplinary School, University of Technology Sydney, Sydney, NSW 2007, Australia

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**Key ingredients for gender inclusive active-learning in university STEM education**

**Oksana Kavatsyuk**

University College Groningen, University of Groningen, The Netherlands

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**The role of Study Associations in fostering STEM career aspiration of female students**

**Oksana Kavatsyuk<sup>1</sup>, Zulima Marti Cunat<sup>1</sup>, Isabel Ferreras Gonzalez<sup>2</sup>**

<sup>1</sup>University College Groningen, University of Groningen, The Netherlands;

<sup>2</sup>Graduate School of Quantum Technologies, Université Paris Cité, France

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**The development of expectations and values of international (STEM) students over the study course: Socio-demographic differences from an intersectional perspective**

**Judith Sarah Preuß, Julia Zimmermann, Kathrin Jonkmann**

FernUniversität in Hagen, Germany

11:15am - 12:15pm **174: Individual Papers - Policy and Society**

Chair: **Penelope Watson**

Location: **Room 1.005 | Level 1**

**Inclusion in Engineering and Technology in Aotearoa New Zealand: Perceived Impacts of the U.S. Diversity Equity and Inclusion Policy.**

**Kelly Blincoe, Priyanka Dhopade, Penelope Watson**

The University of Auckland, New Zealand

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**Shifting the Numbers Game: Developing and Augmenting Safe and Inclusive Construction and Infrastructure Sectors for all**

**Suzette Dyer<sup>2</sup>, Kylie Taffard<sup>1</sup>**

<sup>1</sup>University of Canterbury, New Zealand; <sup>2</sup>University of Waikato, New Zealand

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**Capturing Progression of the Integration of Gender and Inclusiveness in Technical Schools: Identifying Gender Disparities in STEM and Progression Opportunities.**

**Vivian Vimarlund, Malin Wiger**

Linköpings universitet, Sweden

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**Fostering gender and intersectional equality in rural areas through educational ecosystems**

**Henriette Bertram, Anne Geese**

TU Braunschweig, Germany

11:15am - 12:15pm **176: Individual Papers - Gender in Academic STEM Careers**

Chair: **Ravinder Kaur**

Location: **Room 2.407 | Level 2**

**She is Waiting at the Ladder: Gendered Delay in Promotion in Indian Academia**

**Sisir Debnath, Ravinder Kaur**

Indian Institute of Technology Delhi, India

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**Skirting the Line: Gendered Professionalism and the Unspoken Rules of Campus Life**

**Venus Skowronski**

Florida State University, United States of America

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**Gender differences in the association between spousal support and attitudes toward career among STEM researchers in Japan.**

**Sayaka Shinohara**

Aichi Shukutoku University, Japan

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**Supporting Women in Mathematics Doctoral Programs: The Case of Two International Women of Color in the United States**

**Brandi Whiteman**

Oregon State University, United States of America

11:15am - 12:15pm **178: Individual Papers - Discrimination and Harassment in STEM**

Chair: **Guadalupe Rosas**

Location: **Room 2.337 | Level 2**

**Invisible Barriers, Visible Impact: The Consequences of Discrimination on Women's Engagement & Motivation in STEM**

**Meeta Banerjee**

University of South Carolina, United States of America

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**Designing Authentic Assessments to Promote Girls' STEM Literacy, Interest, and Self-Efficacy**

**Kim Koh, Olive Chapman**

University of Calgary, Canada

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**Cultural Values, Gender, and Data Literacy: Insights from Early-Career STEM Professionals**

**Victoria Nguyen, Guadalupe Rosas**

University of California, Irvine, United States of America

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**Sexual Harassment Experiences and Climate Perceptions of Doctoral Engineering Students in the US**

**Nicole Else-Quest<sup>1</sup>, Julie Aldridge<sup>2</sup>**

<sup>1</sup>University of California, Los Angeles, California, United States of America; <sup>2</sup>The Ohio State University, Columbus, Ohio, United States of America

**11:15am - 12:15pm** **179: Individual Papers - Gender in Computer Science**

Chair: **Juliane Siegeris**

Location: **Room 2.206 | Level 2**

**Different Worlds? Diverging Perspectives of Students and Teachers on CS-Education**

**Juliane Siegeris, Katharina Simbeck**

HTW Berlin, Germany

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**Fostering Sense of Belonging in Computer Science – A Lecturer Perspective**

**Katja Wengler**

Cooperate State Universiyt Baden-Wuerttemberg, Germany

**12:15pm - 1:45pm** **180: Lunch**

**12:15pm - 1:45pm** **182: Early-/Mid-Career Networking Event**

Location: **Room 1.003 | Level 1**

This informal networking event is designed to bring together early- and mid-career researchers from different disciplines, institutions, and professional backgrounds. It provides a welcoming space to connect with peers, exchange ideas, and build lateral networks beyond one's immediate research environment.

Participants will have the opportunity to share experiences from their research and career paths, discuss common challenges, and reflect on questions related to career development, collaboration, visibility, funding, mobility, work-life balance, and navigating institutional structures. The event encourages open conversation in a relaxed and supportive atmosphere, allowing participants to learn from one another and identify shared interests or complementary expertise.

Rather than focusing on formal presentations, the session emphasizes peer-to-peer exchange and meaningful interaction. Participants are invited to engage in spontaneous conversations, broaden their professional networks, and explore potential opportunities for future collaboration across disciplines and institutions.

**1:45pm - 3:15pm**

**190: Tandem Talk**

Location: **E.001 | Main Lecture Hall | Level 0**

**Prof. Hanna Gaspard**

Professor of Educational Data Science / Learning & Instruction, University of Konstanz Germany)

**Prof. Judith Harackiewicz**

Professor of Psychology, University of Wisconsin–Madison (USA)

**Utility Value Interventions: Theoretical Underpinnings, Evidence from Prior Studies, and Remaining Questions**

Many students struggle to see the value in what they are learning. Grounded in expectancy-value theory, utility value interventions (UVIs) have been developed to help students see the value in class material and have shown great potential to foster students' motivation and achievement, particularly in the field of science, technology, engineering, and mathematics (Hulleman & Harackiewicz, 2021). Judith Harackiewicz will discuss recent studies testing a new version of the UVI, aimed at helping students appreciate the prosocial value of course topics, in addition to personal value, compared with the "standard" UVI that emphasizes personal values, with students in introductory chemistry classes. Her team has been testing this new prosocial UVI at three different universities across the US (with diverse student populations) and results reveal considerable treatment heterogeneity, both between the different versions of the UVI (e.g., the prosocial UVI has proven particularly effective for first-generation students in some contexts) and across universities. Considered across studies, these recent results suggest more complex understandings of UVI effects across contexts. Hanna Gaspard will present evidence from two large cluster-randomized trials in mathematics secondary classrooms. In these studies, she could show that students' motivation and achievement can be fostered through a 90-min UVI until 5 months later. When the intervention was implemented by trained master's students or the regular math teachers instead of researchers, thus testing the effectiveness of the intervention under conditions closer to educational practice, however, only some of the positive effects could be replicated and the overall effect pattern was rather mixed. In her current work, Dr. Gaspard therefore aims to test whether personalizing UVIs can help to make them more effective. Following their individual presentations, Judith Harackiewicz and Hanna Gaspard will engage in a joint discussion of remaining questions related to these interventions for research and practice.

**3:15pm - 3:45pm**

**200: Coffee Break**

Location: **Library Level Foyer | Level -1**

3:45pm - 5:15pm

## 210: Symposium - Multi-Perspective Approaches to Girls in STEM

Location: Room 2.407 | Level 2

### Connecting Approaches: Multi-Perspective Research on Promoting Girls in STEM

*Chair(s):* **Heidrun Stöger** (University of Regensburg, Germany), **Claudia Uebler** (University of Regensburg, Germany)

*Discussant(s):* **Elena Makarova** (University of Basel, Switzerland)

*Presentations of the Symposium*

### Linking Out-of-School Online Mentoring and In-School STEM Clubs to Support Girls in STEM: An Effectiveness Study

**Claudia Uebler<sup>1</sup>, Sonja Bayer<sup>1</sup>, Kathrin J. Emmerdinger<sup>1</sup>, Albert Ziegler<sup>2</sup>, Heidrun Stöger<sup>1</sup>**

<sup>1</sup>University of Regensburg, Germany, <sup>2</sup>University of Erlangen-Nuremberg, Germany

### Closing Gender Gaps through Cooperation: First Findings from the FösaMINT Study

**Brigitte Merz<sup>1</sup>, Albert Ziegler<sup>1</sup>, Heidrun Stöger<sup>2</sup>, Anne Forche<sup>2</sup>, Lukas Graber<sup>2</sup>, Johanna Pfeuffer<sup>1</sup>, Lukas Ketscher<sup>1</sup>**

<sup>1</sup>University of Erlangen-Nuremberg, Germany, <sup>2</sup>University of Regensburg, Germany

### Strengthening Gender-Sensitivity in STEM Networks: Institutional Engagement of Out-of-School STEM Education Providers and the Role of School Partnership Orientation

**Michael Heilemann<sup>1</sup>, Susanne Schober<sup>1</sup>, Albert Ziegler<sup>2</sup>, Heidrun Stöger<sup>1</sup>**

<sup>1</sup>University of Regensburg, Germany, <sup>2</sup>University of Erlangen-Nuremberg, Germany

### Promoting girls in STEM: Bridging the gap between research and practice

**Diana Wengler<sup>1</sup>, Katrin Koellnberger<sup>1</sup>, Charlotte Popp<sup>2</sup>, Fabian Heller<sup>1</sup>, Maryam Shiani<sup>2</sup>, Albert Ziegler<sup>2</sup>, Heidrun Stöger<sup>1</sup>**

<sup>1</sup>University of Regensburg, Germany, <sup>2</sup>University of Erlangen-Nuremberg, Germany

3:45pm - 5:15pm

**211: Symposium - Gendered STEM Higher Education in India**

Location: Room 2.337 | Level 2

**Interrogating Gendered Contexts of STEM Higher Education in India: Insights from Across Disciplines**

*Chair(s):* **Ravinder Kaur** (Indian Institute of Technology Delhi, India, India),  
**Taanya Kapoor** (Oxford University)

*Discussant(s):* **Prajval Shastri** (International Centre for Radio Astronomy Research)

*Presentations of the Symposium*

**Does negative marking lead to gendered exam-taking behavior? Experimental evidence from India**

**Nandana Sengupta<sup>1</sup>, Swati Sharma<sup>2</sup>, Sumitava Mukherjee<sup>1</sup>**

<sup>1</sup>Indian Institute of Technology Delhi, <sup>2</sup>IGDR

**Unseen Barriers: Gendered Microaggressions in Indian STEM Higher Education**

**Sucharita Maji, Vidushi Razdan**

Indian Institute of Technology (Indian School of Mines) Dhanbad

**Visible Infrastructures, Invisible Inequalities: Gender and Space in An Engineering College in India**

**Ravinder Kaur<sup>1</sup>, Khusdeep Kaur Malhotra<sup>2</sup>, Nandana Sengupta<sup>1</sup>**

<sup>1</sup>Indian Institute of Technology Delhi, <sup>2</sup>Ahmedabad University

**Gendered Pathways in Indian Engineering: Education, Labour and Socio-Economic Considerations**

**Odile Henry<sup>1</sup>, Pradeep Choudhury<sup>2</sup>, Yogita Suresh<sup>3</sup>**

<sup>1</sup>Centre de Sciences Humaines, Delhi, <sup>2</sup>Jawaharlal Nehru University, <sup>3</sup>Shiv Nadar Institute of Eminence

3:45pm - 5:15pm

**213: Symposium - Inclusive Climate in Academic STEM**

Location: **Room 1.004 | Level 1**

**Inclusive Climate in Academic STEM: A Multilevel Approach to the Experiences of Women and Gender Minorities**

*Chair(s):* **R. Josiah Rosario** (University of Michigan, United States of America), **Isis Settles** (University of Michigan)

*Discussant(s):* **Dawn Culpepper** (University of Maryland)

*Presentations of the Symposium*

**Heartbreak in Academia: An intersectional analysis of doctoral students' and postdocs' experiences with Advisors, P.I.'s and Research Groups**

**Danielle Parra<sup>1</sup>, Leslie D. Gonzales<sup>2</sup>, Yoneri Bueno-Diaz<sup>2</sup>**

<sup>1</sup>University of Michigan, <sup>2</sup>University of Arizona

**Challenging Diversity Misconceptions: Department Diversity Climate Improves Job Outcomes across Faculty Race and Gender**

**Eun Ju Son<sup>1</sup>, Isis Settles<sup>1</sup>, Martinque Jones<sup>2</sup>, NiCole Buchanan<sup>3</sup>, Kristie Dotson<sup>1</sup>**

<sup>1</sup>University of Michigan, <sup>2</sup>University of North Texas, <sup>3</sup>Michigan State University

**Professional Cultures and the Reproduction of Inequality In STEM**

**Erin A. Cech, R. Josiah Rosario**

University of Michigan

**Perceptions of Authorship Climate by Women in Academic STEM**

**Georgina Montgomery<sup>1</sup>, Kevin Elliott<sup>1</sup>, Kendra Spence-Cheruvilil<sup>1</sup>, R. Josiah Rosario<sup>2</sup>**

<sup>1</sup>Michigan State University, <sup>2</sup>University of Michigan

3:45pm - 5:15pm

**215: Individual Papers - Gendered Career Choices**

Chair: **Wilfred Uunk**

Location: **Room 1.005 | Level 1**

**Gender-atypical vocational training: Employment trajectories of women in STEM**

**Pia Wagner, Lisa Fournier**

Federal Institute for Vocational Education and Training (BIBB), Germany

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**Pathways into professional careers: The role of gender, learning experiences, individual preferences and choice**

**Ingrid Schoon, Andrew Jenkins, Anna Yong**

University College London, United Kingdom

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**Self-Expression or Salary? Social Class and Gendered Career Trajectories**

**Lukas Arnold<sup>1</sup>, Wilfred Uunk<sup>1</sup>, Brigitte Schels<sup>2</sup>**

<sup>1</sup>University of Innsbruck, Austria; <sup>2</sup>University of Salzburg, Austria

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**Seeing Women in Tech: How Female Representation in Digitalization Occupations Shapes Girls' Training Choices in Local Labor Markets**

**Timon Drewes**

Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU), Germany

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**Development and Validation of the Motivations for Career Choice Scale: Illustrated Empirically for Adolescents' Aspired STEM Careers in Australia and Germany**

**Helen M. G. Watt<sup>1</sup>, Rebecca Lazarides<sup>2</sup>, Ricarda Steinmayr<sup>3</sup>, Paul W. Richardson<sup>4</sup>**

<sup>1</sup>University of Sydney, Australia; <sup>2</sup>University of Potsdam, Germany; <sup>3</sup>TU Dortmund, Germany; <sup>4</sup>Monash University, Australia

3:45pm - 5:15pm

**217: Individual Papers - Identity and Belonging in STEM**

Chair: **Marie-Claire Shanahan**

Location: **Room 2.206 | Level 2**

**Gender and Belonging in Science among Vocational-track Secondary School Students**

**Marie-Claire Shanahan**

University of Calgary, Canada

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**Identity Formation of Precollege Women in Quantum Information Science and Technology**

**Angela Kelly<sup>1</sup>, Michele Darienzo<sup>1,2</sup>**

<sup>1</sup>Stony Brook University, United States of America; <sup>2</sup>Brookhaven National Laboratory, United States of America

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**Building spaces for belonging: Youth perceptions of gender in construction environments**

**Anna Keune, Živa Simšič**

Technical University of Munich, Germany

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**Building Belonging: Arts-Based Construction to Foster Inclusion in STEM for Young Learners**

**Harper Staples, Anna Keune**

Technical University of Munich, Germany

5:15pm - 5:30pm

**220: Room Change**

5:30pm - 7:00pm

**230: Network Meeting & Book Presentation & Closing**

Location: E.001 | Main Lecture Hall | Level 0

The meeting will cover the following topics:

**(1) Student Poster Award for the Best Research Poster**

**(2) History, Vision, and Evolution of the Network**

**(3) Planned Special Issue of a Journal**

**(4) The VHTO Connection and Vision**

**(5) Pressing Issues and Considerations for the Network**

**(6) Book Presentation by Prof. Jacquelynne S. Eccles and Prof. Allan Wigfield:**

Eccles, J. S., Wigfield, A., Simpkins, S. D., & Lauermaun, F. (2026). *Motivation, achievement, and situated expectancy-value theory: Making one's future*. The Guilford Press.

Over the last 40+ years, Eccles and colleagues' expectancy-value theory of choice and achievement has provided a theoretical basis for research on why people make the choices they make and do what they do academically, for careers, and in their leisure time (e.g., sports, reading). For the first time in one place the authors provide a detailed description of the model, how they developed it, and why Eccles and Wigfield changed the name to situated expectancy value theory in 2020. They also discuss research from all over the world based in the model and provide many suggestions for future research to guide the next decade's work. A unique feature of the book is its autobiographical approach. In addition to describing the developmental journey of the model, the authors describe their intellectual journeys, how they began to work together, and in the case of Eccles and Wigfield, how they have sustained their partnership for 45 years.

**(7) Network Steering Group: Open Floor for Delegates' Comments and Suggestions**

**(8) Conference 2028**

**(9) Votes of Thanks**