

Gender and the adoption of teaching practices at a small selective liberal arts college

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Teaching Activities by Gender at Carleton College All Survey Years

Teaching activity used in courses	Percent "Most or All"		Significance	N
	Men	Women		
Cooperative learning (small groups)	55.0	80.5	0.000	299
Group projects	24.1	43.7	0.000	296
Multiple drafts of written work	18.2	31.5	0.009	297
Readings on a racial, ethnic issues	20.0	40.5	0.000	296
Readings on women and gender issues	17.6	37.8	0.000	297
Using real-life problems	28.6	46.9	0.040	119
Using student inquiry to drive learning	42.9	54.2	0.227	118
Class discussions	72.5	82.7	0.040	298
Extensive lecturing	41.5	27.0	0.010	297
	Percent "Yes"			
Taught a seminar for first-year students	37.3	25.6	0.073	208

Percent of faculty employing one or more activity that comprise high-impact teaching strategies by gender.

	Men	Women	Significance
Collaborative learning/ reciprocity	58.8	83.2	0.000
Writing-intensive	23.1	41.7	0.005
Diversity/global understanding	22.9	42.9	0.000
Service-learning	35.3	49.4	0.044
Active learning	27.1	35.7	0.192
Undergraduate research	78.0	77.6	0.939
First-year seminar	37.3	25.6	0.073

Percent using various teaching methods in “most or all” courses by gender, for each survey year, at Carleton College

	2001-2002		2004-2005		2007-2008	
	Men	Women	Men	Women	Men	Women
Cooperative learning (small groups)	50.0	81.1*	54.7	76.2**	58.6	83.7*
Experiential learning/field studies	16.7	13.5	na	na	21.4	28.6
Group projects	17.0	41.7**	28.3	42.9	25.7	45.8**
Multiple drafts of written work	10.4	29.7**	28.8	38.1	15.7	27.1
Reading on racial and ethnic issues	14.6	50.0**	20.8	35.7	23.2	37.5
Reading on women and gender issues	16.7	43.2*	17.0	35.7**	18.8	35.4**
Using real-life problems	na	na	na	na	28.6	46.9*
Class discussions	68.8	83.8	73.6	81.0	74.3	83.3
Extensive lecturing	41.7	16.7**	45.3	33.3	38.6	29.2

* Gender difference significant at $p < 0.01$

** Gender difference significant at $p < 0.05$ and > 0.01

Regression of collaborative teaching activity scale on selected independent variables.

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Significance
	B	Std. Error	Beta		
Gender (1=Women)	0.489	0.108	0.264	4.551	0.000
Rank (1=Assistant Professor)	0.001	0.131	0.006	0.105	0.916
Participant in teaching enhancement workshop (1=yes)	0.237	0.116	0.123	2.043	0.042
Race (1=nonwhite)	-0.165	0.138	-0.070	-1.191	0.235
1=2007/08 survey year	0.219	0.129	0.118	1.695	0.091
1-2004/05 survey year	0.003	0.137	0.017	0.244	0.808
(Constant)	0.674	0.124		5.435	0.000

R-squared = .0089 (std. error 0.874)

F = 5.60 (p=0.000)

N =283

Importance of goals to Men and Women faculty at Carleton College, comparing 2004-05 and 2007-08.

	2004-05	2004-05	2007-08	2007-08
Teaching Goals	Men	Women	Men	Women
Develop ability to think critically	100.0	100.0	100.0	100.0
Help master knowledge in a discipline	94.2	95.1	95.7	93.9
Promote ability to write effectively	92.3	92.7	95.7	100.0
Instill a basic appreciation for the liberal arts	84.6	80.5	90.0	93.9

Importance of goals to Men and Women faculty at Carleton College, comparing 2004-05 and 2007-08.

	2004-05	2004-05	2007-08	2007-08
Teaching Goals	Men	Women	Male	Women
Prepare students for graduate or advanced education	65.4	70.7	84.1	85.7
Develop creative capacities	68.6	48.8	90.0	85.7
Prepare students for employment after college	36.5	31.7	64.2	61.2

Importance of goals to Men and Women faculty at Carleton College, comparing 2004-05 and 2007-08.

	2004-05	2004-05	2007-08	2007-08
Teaching goals	Men	Women	Men	Women
Enhance students' self-understanding	56.9	75.6	77.1	77.6
Provide for students' emotional development	33.3	31.7	42.9	59.2
Help students develop personal values	41.2	53.7	65.2	69.4
Develop moral character	41.2	48.8	66.7	67.3
Enhance students' knowledge of and appreciation for other racial/ethnic groups	54.9	68.3	79.7	95.3



Table 1 -Teaching Activities by Gender at Carleton College – All Survey Years

Teaching activity used in courses	Percent "Most or All"		Significance	N
	Men	Women		
Experiential learning, field studies	19.5	22.1	0.650	204
Student-developed activities (assignments, exams)	11.0	16.7	0.245	202
Student-selected topics for course content	6.4	10.2	0.233	298
Community service as part of coursework	0.6	1.6	0.400	297
Electronic quizzes with immediate feedback in class	0.0	2.1	0.225	118
Reflective writing, journaling	8.9	16.7	0.089	213
	Percent "Yes"			
Developed a new course	78.1	84.1	0.195	295
Engaged undergraduates on your research project	60.9	63.3	0.792	118
Worked with undergraduates on a reaserch project	78.0	77.6	0.939	293

Table 2 - Percent using various teaching methods in “most or all” courses by gender, for each survey year, at Carleton College

	2001-2002		2004-2005		2007-2008	
	Men	Women	Men	Women	Men	Women
Student-developed activities (assignments, exams)	4.2	5.6	na	na	15.7	25.0
Student-selected topics for course content	2.1	8.1	5.7	9.5	10.0	12.5
Student evaluations of each other's work	8.3	11.1	7.5	7.1	14.3	27.1
Community service as a part of coursework	2.1	2.7	2.1	2.1	0.0	2.4
Reflective writing/journaling	na	na	7.5	14.3	10.0	18.8

* Gender difference significant at $p < 0.01$

** Gender difference significant at $p < 0.05$ and > 0.01