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Editorial

It is always gratifying to see the careers of women scientists, engineers or technologists recognized and acclaimed and there are an increasing number of awards that celebrate such achievements. But what is the impact on the women themselves of such awards? Our first paper in this issue is an exploratory study of young women scientists who received a L'Oreal Australia International Fellowship. In their paper Twenty-First Century Minerva: Are there career impacts for women who receive a "Women in Science" Fellowship? Patricia Weir and her colleagues show how these awards were vital to the self-confidence and identity of women scientists in establishing and consolidating their careers, as well as highlighting the importance of women-only awards to career progression.

Technical and scientific identity is also a theme in the next paper. Women's relationships with information and communication technology have often been depicted as problematic with an assumption that we have to give up part of our femininity in order to engage fully in technological contexts. In her discussion paper Making the invisible become visible: Recognizing women's relationship with technology, Hilde Corneliussen suggests that it is not always femininity women have to abandon, but rather their close bond with technology. She presents the concept of "technicity" as a way to make visible this otherwise invisible relationship between women and technology.

The design of websites is the focus of Sofia Lundmark and Maria Normark's paper Designing Gender in Social Media: Unpacking Interaction Design as a Carrier of Social Norms which presents three cases showing how social and gendered norms are embedded in the design process – the three cases include a photo blog website, the creation of online personas by young women entrepreneurs and a national youth counseling site in Sweden. The authors argue that there is a need to unpack how digital design embeds gender norms and to demonstrate how the relationship between norms and design can be critically examined.

Interdisciplinary work is often challenging and Sara Raven's perspectives paper Wanted: The Intersection of Feminist Pedagogy and Science Education explores how as a graduate student focusing on science education and women's studies, she often found herself torn between two very distinct approaches to pedagogy and content. In her paper she focuses on the differences between classic (science education) and feminist epistemology and then discusses how we can model and enact feminist pedagogy in science education.

While there are examples of good practice and initiatives (indeed many of which have been written about in this journal already) the implementation and effectiveness of these can differ between region and locality. The case study by Jung Sun Kim and Hye Young Park, Small Group Support: Attracting and Retaining Women in SET in Korea, shows how regional conditions can affect outcomes, for example how those who were nearer the capital city were more likely to experience positive outcomes from this programme. Small groups and associations were key to effective networking and have led to the formation of more formal structures of support.

In another case study Designing a Culturally Responsive Computing Curriculum for Girls, Kimberly Scott, Gregory Aist and Xiaolong Zhang show how a culturally responsive intervention can support underrepresented groups to engage with computer science education. They describe the COMPUGIRLS programme, which targets adolescent girls from minority backgrounds aged 13-18 and outline the lessons learned in the US from implementing their culturally responsive framework. The authors also suggest how instructors might adopt and adapt their process and exercises with various underprivileged communities.

In her review of the ADD-GASAT Conference held this year in Mauritius, Jayantee Naugah highlights how gender is still an issue in developing countries and focuses particularly on issues of sustainability. The GASAT (Gender and Science and Technology) network was set up in 1981 with aims very similar to those of this journal, namely

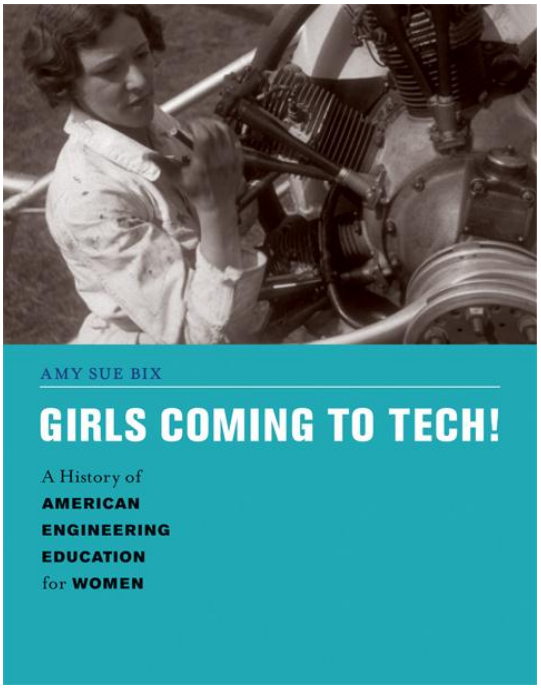
- to encourage research into all aspects of gender differentiation in science and technology education and employment;
- to foster gender equity in science and technology, in education and in the workplace;
- to facilitate the entry of women into employment in the fields of science and technology and their progress within such employment;
- to foster socially responsible and gender inclusive science and technology;
- to provide a forum for the dissemination and discussion of research findings and experiences of those working in the field; and
- to provide a support network for those working towards the objectives outlined above (Rennie et al 1991)

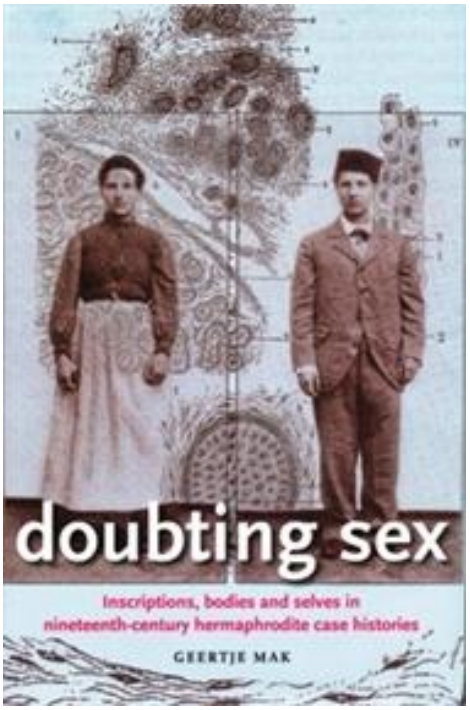
Indeed some of the GASAT network were and still are active members of our Editorial Executive and Board. While research and scholarship in this area has broadened and now encompasses many other disciplinary perspectives, we are well reminded by Naugah that the work of gender activists particularly in developing countries is still vital.

Finally two book reviews complete this issue, both of which provide fascinating historical perspectives that have previously been under-researched.

Lynda Birke's review of 'Doubting sex: Inscriptions, bodies and selves in nineteenth-century hermaphrodite case histories' by Geertje Mak, provides a fascinating exploration of historical shifts in the understanding of sex and the body through the 19th century in Europe. She draws on an extensive analysis of contemporary case histories, focusing particularly on medical cases involving people who were hermaphrodite, or intersex.

Finally, Neelam Kumar's review of 'Girls Coming to Tech' by Amy Sue Bix, concerns the history of women in engineering, which in comparison to women in science remains neglected and sparsely studied. It gives a vivid description of how women entered the field of engineering in America during the late 19th and early 20th centuries. The book describes in detail the intellectual, institutional, and social revolution in gender dimensions of engineering education during this period.





Clem Herman, on behalf of the editorial executive: Helen Donelan, Barbara Hodgson, Gill Kirkup, Elizabeth Whitelegg, Victoria Pearson

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