

Beyond Women In STEM



This virtual conversation hosted by the [Assisting Living and Learning \(ALL\) Institute](#) which asked questions about the future of education and work- focusing specifically on how we can ensure that ALL people, irrespective of class, condition, and capabilities, is able to participate in modern society.

The webinar took a ‘conversations with’ format, rather than academic presentations, and included questions, comments and discussion with policy makers, practitioners, tech leaders, professors and the people who are moving through the system. [Dr Katriona O’Sullivan](#) hosted the conversation, and the focus was moving the current focus ‘Beyond Girls in STEM’. The seminar aimed to discuss intersectionality and fair access to society for ALL, and how we can ensure that everyone in society is supported to aspire and achieve ALL the options available to them

Speakers

Niamh Keegan, a young woman who went to a DEIS school, current Undergraduate Student and graduate of [Turn To Teaching](#),

Rosín Doherty is the Director FET Active Inclusion, [SOLAS](#),

[Niall Winters](#) , Professor of Education and Technology at University of Oxford and Fellow of Kellogg College

[Kevin Marshall](#), Head of Education, Microsoft Ireland, and Adjunct Professor with the ALL Institute

Amy Bohan, Senior Manager, [Accenture](#) Ireland

In preparation for the event, we suggested that attendee's may want to watch Katriona's recent presentation to the EU Gender Action group, it sets the stage for this talk and provides an insight into the groups thinking and you might like to [check it out here](#).



More information:

Niall Winters project: go-girl, the project website: <https://gogirloxford.org>
curriculum pack (open access): <https://gogirloxford.org/publications/>

paper: Denton-Calabrese, T., Mustain, P., Geniets, A., Hakimi, L., & Winters, N. (2021). Empowerment beyond skills: Computing and the enhancement of self-concept in the go_girl code+create program. Computers & Education, 175, 104321. <https://doi.org/10.1016/j.compedu.2021.104321>