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## **#HeyMathGirl! –An intervention to promote female students' mathematical self-concept and belonging**

*Friday, 27 February 2026 10:10 (20 minutes)*

Self-concept and sense of belonging in mathematics are well-established predictors of mathematical performance, study choice motivation, and study retention, particularly in STEM disciplines. Yet, pronounced gender disparities remain: female students consistently report lower levels of mathematical self-concept and a reduced sense of belonging in mathematics. These differences are associated with the underrepresentation of women in mathematics-related fields. Our talk presents the theoretical foundation, design, and first findings of an intervention targeting female students' mathematical self-concept and sense of belonging. Building on positive psychology approaches, the intervention includes a modified "Three Good Things" reflection exercise as well as brief video-based role model encounters with female mathematicians. The first findings are being presented and discussed on how such interventions may contribute to greater equity in mathematics participation.

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