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## **Review of Gender Differences in Learning Styles: Suggestions for Information Technology Education**

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### **Abstract:**

According to the National Center for Women and Information Technology (NCWIT), only 21% of information and computer science degrees were awarded to women in 2006 (NCWIT, 2007). In the past decade, higher education has experienced a rapid decline in the number of women involved in the information sciences, particularly computer science (Bank, 2007). A number of social and educational factors have been considered barriers to women entering science, technology, engineering and mathematics (STEM) fields and this area has been well studied in the literature. However, research examining the relationship between gender differences and learning styles in the context of these technical fields is limited. According to Kolb (1976), people decide on a major based on how well the norms of the major fit with their individual learning styles. This paper presents gender differences in learning styles and recommends teaching methodologies most preferred for female learners in information science and technology courses.