

Evaluation for gender sensitive teaching

This questionnaire helps you to reflect your teaching from a gender perspective and to design your teaching in a gender sensitive way. What can motivate you to engage in this?

Not only political pressure, with the demand for Gender Mainstreaming in the educational system, but also subject-matters, didactics, and personal interests contribute to the willingness to consider gender aspects in teaching.

Regarding *subject-matters*, gender helps to present the whole spectrum of your domain, to interest female and male students alike, and to prepare students for the gender-related conditions of work environments in that domain.

From a *didactics* point of view, gender sensitive teaching aims at equally supporting the learning of male and female students. The fact that we find as many female as male students in Higher Education does not make university teaching automatically gender sensitive. Next to the official curriculum, the so-called hidden curriculum unconsciously and implicitly transmits content and objectives, for instance by one-sided choices of content (Cornbleth, 1984). Gender sensitive teaching detects and counter-acts such hidden curricula. Moreover, gender aspects play a role in interactions between teachers and students and among students. Empirical studies show that the binary conception of gender continues to be constructed in teaching (Grossman & Grossman, 1994). The binary conception of gender is problematic because of the attribution of differential judgments and values. Hence, gender equality is a criterion for the quality of teaching (Howie et al., 2002).

Personal interest in gender equal teaching can develop as the gender competence and reflections made can be transferred to other professional (e.g., job application) and private situations.

This questionnaire is based on the assumption that teaching is not gender-neutral. Gender equal teaching is not simply applying specific teaching methods. Rather, it means to detect, make aware, and integrate gender issues in relation with your teaching scenario. This questionnaire is thought to help you with this.

We constructed a catalogue of criteria assessing gender equality in teaching (Dehler et al., 2009). Based on these criteria, we elaborated this instrument for the peer and self-evaluation of gender equality in teaching.

All criteria that are open to self and peer evaluation were identified and selected for the current questionnaire. You can estimate the degree to which each item is true for and applied in your own or your colleagues teaching on a scale from -- (not at all applied) to ++ (fully applied). Of course, you can choose which items are relevant for the concrete teaching context for which you want to evaluate gender equality. For peer evaluation, only aspects that are open to external observation are to be considered. It is possible and recommended to follow a holistic multi-method approach by combining results from self and peer evaluation with other assessment methods (such as student questionnaires for teaching evaluation, content analysis of learning material etc.).

The Centre for University Didactics is of course at the disposal of all teaching staff of the University of Fribourg in order to discuss the results of the evaluation and possibilities for further development of teaching.

References

- Cornbleth, C. (1984). Beyond Hidden Curriculum? *Journal of Curriculum Studies*. 16(1), 29-36.
- Dehler, J., Charlier, B., & Wüthrich, A. (2009). Conceptualization and assessment of gender equality in university teacher training. Paper presented at the 13th Conference of the European Association for Research on Learning and Instruction.
- Grossman, H., & Grossman, S. H. (1994). *Gender Issues in Education*. Boston, MA: Allyn and Bacon.
- Howie, G., Tauchert, A., & Howe, G. (2002). *Gender, Teaching and Research in Higher Education: Challenges for the 21st Century*. Ashgate.

| Learning material | -- | - | + | ++ |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Spoken and written language uses either gender-neutral or male and female forms. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Male and female connoted (sub-)domains appear equally often and with same importance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Male and female persons appear in the material (photos, examples, pictures) to the same extent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Male and female persons are presented in the material (photos, examples, pictures) at the same hierarchical levels and in non-stereotypic roles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Notes/Comments

| Didactics | -- | - | + | ++ |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| The teacher addresses male and female students equally often and with equally stimulating demands. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teacher equally takes on contributions from male and female students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teacher gives equally intensive and constructive feedback to male and female students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In group tasks each student takes various and non-stereotypic roles and functions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teacher reinforces non-stereotypic behaviour of students and regulates stereotypic behaviour of students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The development of gender competence is among the learning objectives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critical thinking is among the learning objectives and integrated in the teaching activities in order to enable detection and reflection of inequality. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students reflect on their attitudes regarding gender equality and femininity/masculinity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender equality is explicitly presented as principle of the teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Notes/Comments

Questionnaire for the evaluation of gender equality in teaching

| Subject matter | -- | - | + | ++ |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| The relation between teaching content and the gender dimension (gender theory, stereotypes, inequalities etc.) is revealed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students reflect about gender-related structural dependencies/ constraints within their domain, work environment, and job market. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Both male and female authors and researchers are considered. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Notes/Comments

| Learning evaluation | -- | - | + | ++ |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Male and female students perform equally well in learning outcome measures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Objective criteria are used in the evaluation of student performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gender-neutral language and representation is a criterion for learning evaluation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The learning evaluation also contains assessment of gender competence. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feedback and learning evaluation methods are reflected to ensure that prejudice and stereotypes are not adopted. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Notes/Comments

| Teaching evaluation | -- | - | + | ++ |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Female and male participants equally bring in their opinion to the evaluation of the teaching (questionnaire, discussion etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The analysis of teaching evaluation data separates by student sex if the number of students permits (minimum 20). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students` satisfaction on all relevant characteristics of the course (e.g., learning activities, teacher-student-interaction, use of technology, practical relevance of content, perceived learning outcomes etc.) are analysed separated by student sex (if the number of students permits, minimum 20) and used for further development of the teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluation assessments of gender-equality are applied during the course and consequences are derived and implemented. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teacher self-evaluates gender equality of his or her teaching (teaching activities, interaction with students, own stereotypes etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Notes/Comments

| Team Teaching | -- | - | + | ++ |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Male as well as female teachers/tutors are involved. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Male and female teachers/tutors are involved in equally important roles and functions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Notes/Comments

The most interesting and thought-provoking questions for me personally were:

Which new ideas came to my mind?

Which aspects of my teaching do I want to keep track of?

On which aspect would I like to get additional information or consultation?

What do I want to modify in my future teaching?

What would I like to try out and experiment with?

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