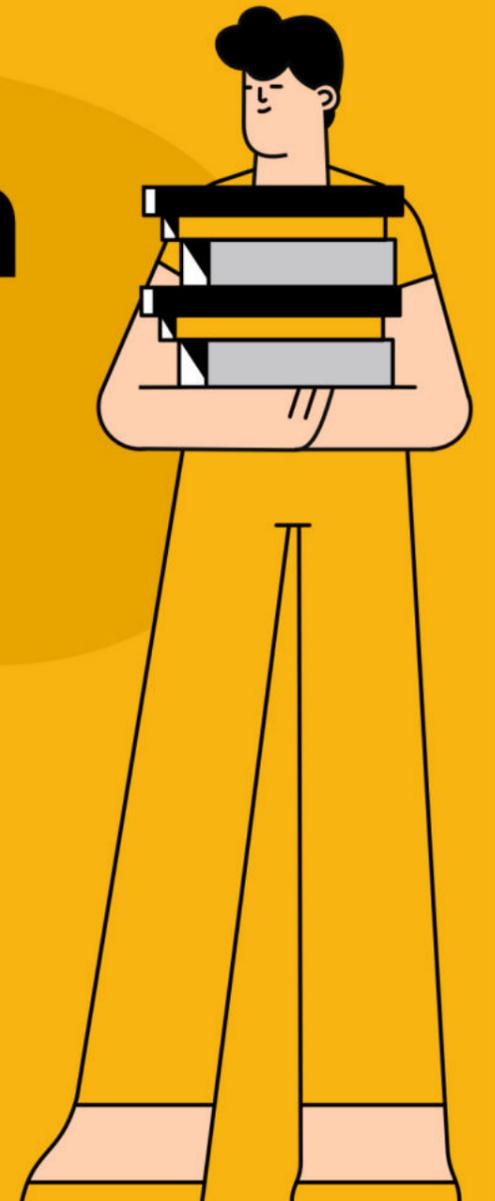
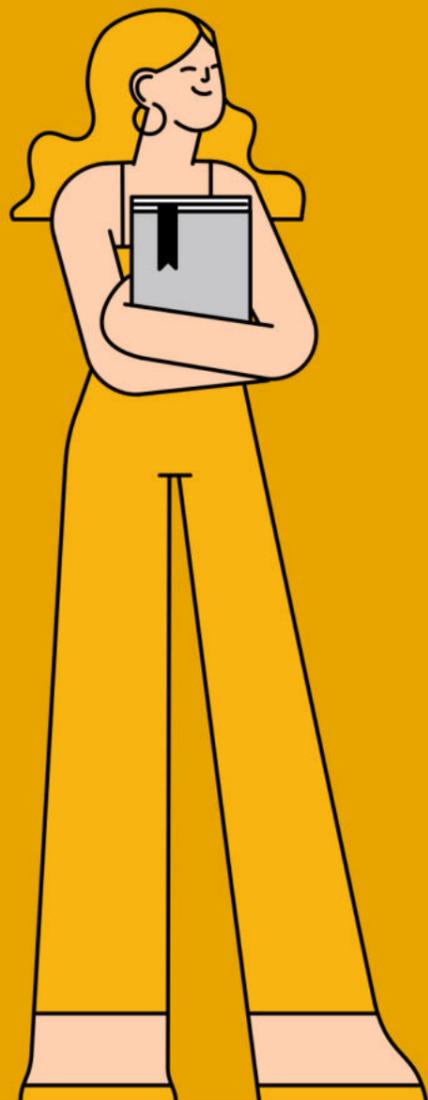


Gender (un)awareness in higher education



EQUAL4EUROPE
GENDER EQUALITY PLANS

YESTERDAY



THE STUDENTS WILL BE ACTIVELY INVOLVED THROUGH ROLEPLAY AND THEY WILL LEARN:

- ✓ HOW TO MANAGE MANPOWER
- ✓ HOW TO BECOME A SUCCESSFUL CHAIRMAN
- ✓ AND MUCH MORE

REQUIREMENTS: EACH STUDENT MUST SUBMIT HIS ESSAY BY THE END OF THE TEACHING PERIOD OF THE SEMESTER.

TOMORROW



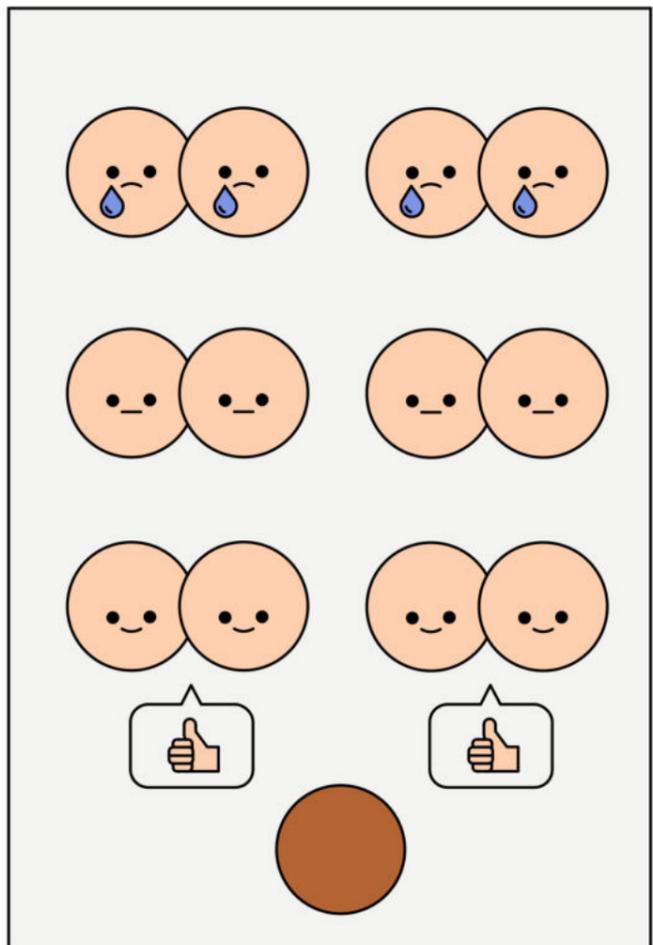
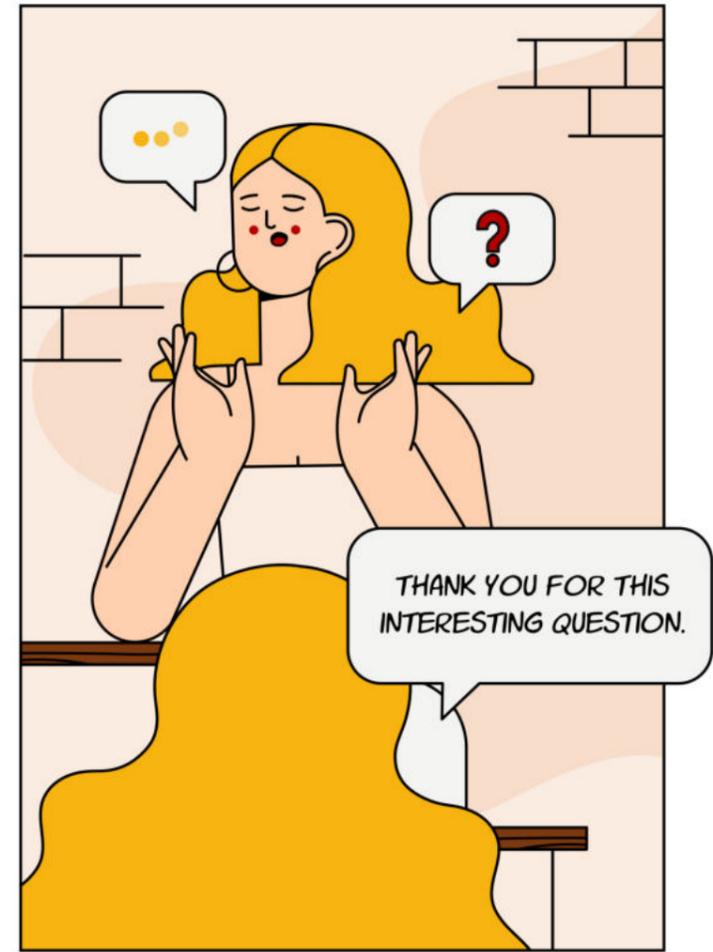
THE STUDENTS WILL BE ACTIVELY INVOLVED THROUGH ROLEPLAY AND THEY WILL LEARN:

- ✓ HOW TO MANAGE EMPLOYEES
- ✓ HOW TO BECOME A SUCCESSFUL CHAIRPERSON
- ✓ AND MUCH MORE

REQUIREMENTS: EACH STUDENT MUST SUBMIT THEIR ESSAY BY THE END OF THE TEACHING PERIOD OF THE SEMESTER.

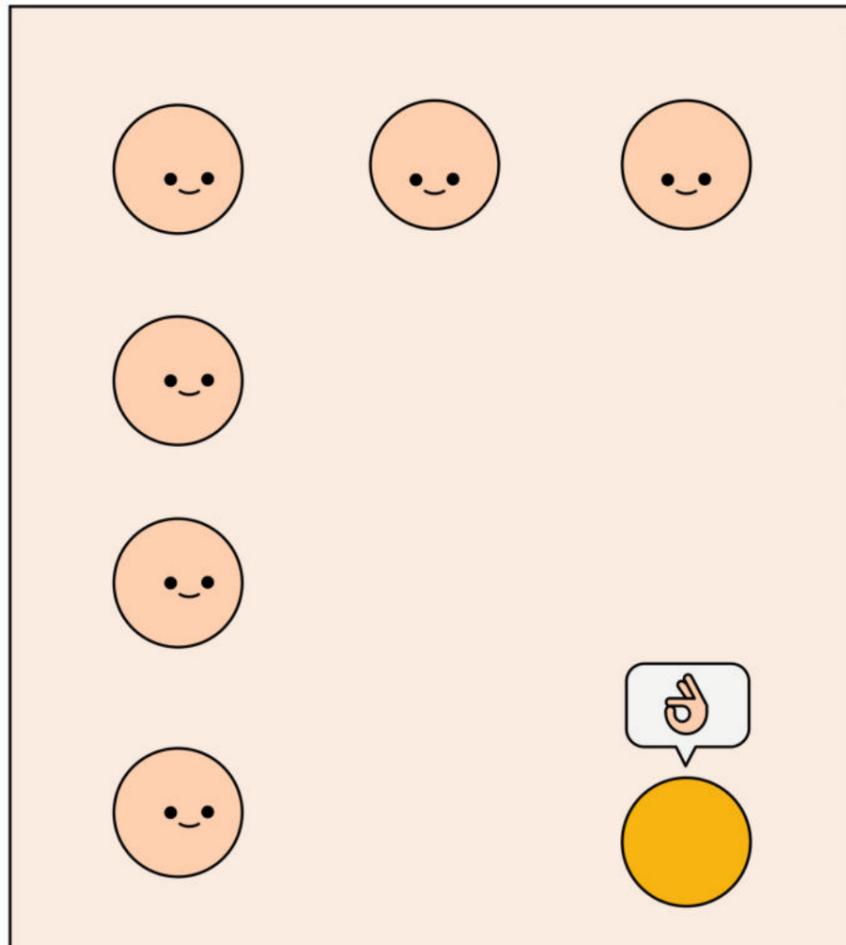




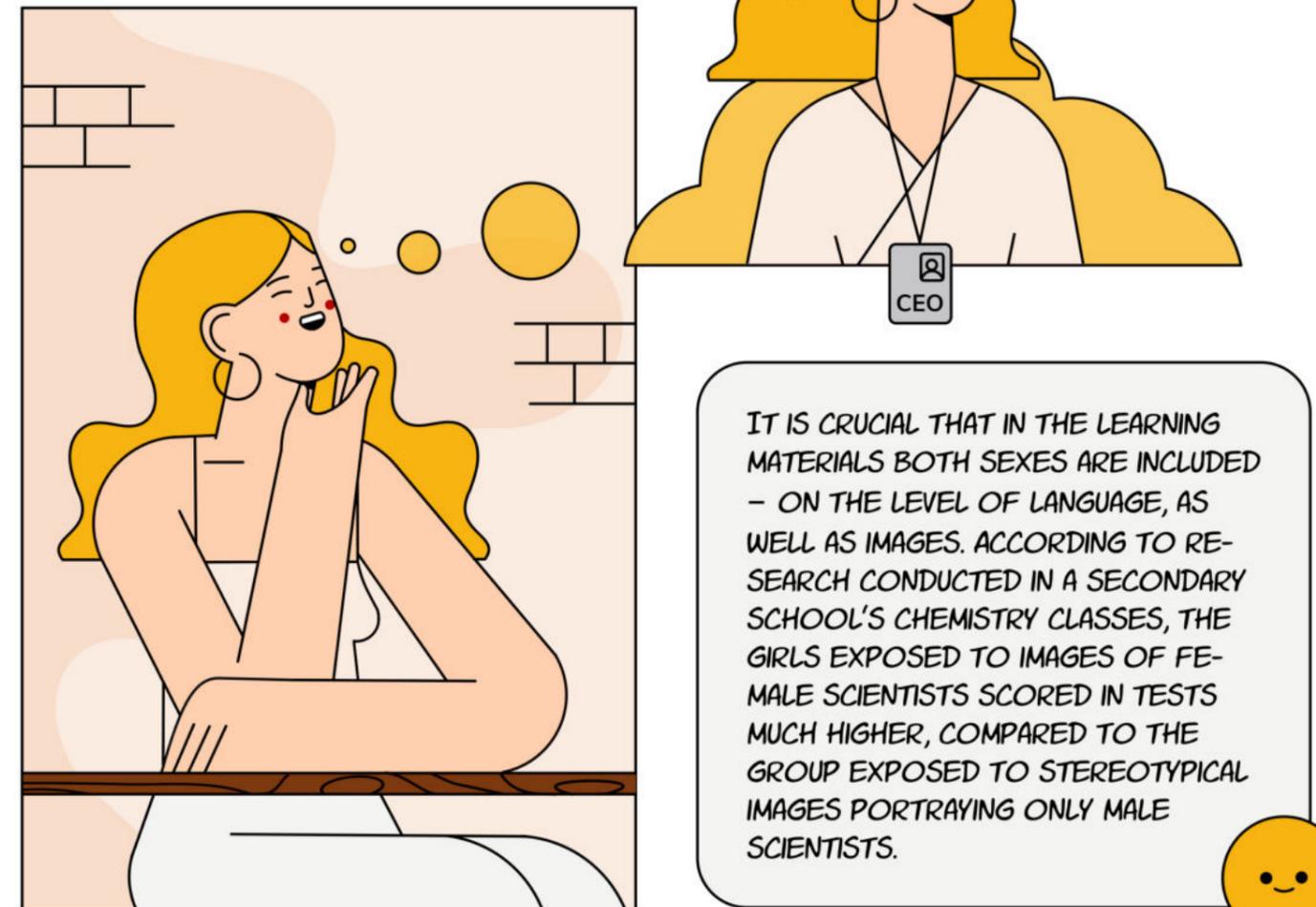
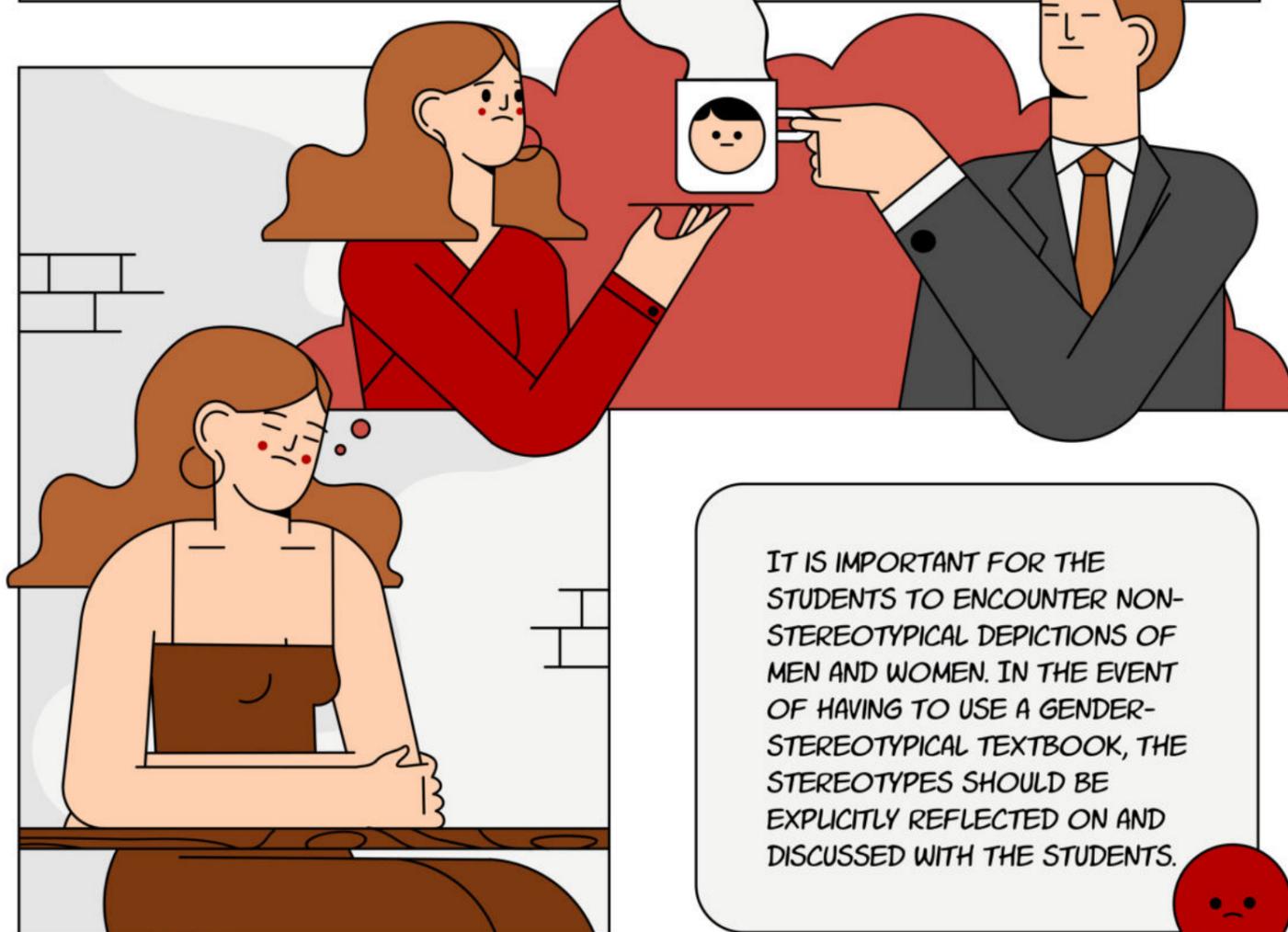


WITH THE TRADITIONAL SEATING IN ROWS IT IS PROBABLE THAT THE STUDENTS IN THE FRONT ROW WILL PARTICIPATE MORE, WHILE THOSE AT THE BACK MAY FEEL LESS INVOLVED. IF IT IS NOT POSSIBLE TO CHANGE THE SEATING ARRANGEMENT IN THE CLASSROOM, ROTATE THE STUDENTS DURING THE SEMESTER AND PAY ATTENTION ALSO TO THOSE AT THE BACK.

MAKE SURE THAT YOU ARE SHOWING THE SAME LEVEL OF RESPECT TO FEMALE AND MALE STUDENTS WHILE ADDRESSING THEM, GIVING THEM AN EQUAL CHANCE TO PARTICIPATE, AND APPRECIATING THEIR CONTRIBUTIONS EVENLY.



THE CLASSROOM LAYOUT SIGNIFICANTLY IMPACTS INTERACTION DURING CLASSES. IF POSSIBLE, ARRANGE THE SEATING IN A WAY THAT PROMOTES INTERACTION WITH THE TEACHER, AS WELL AS WITHIN THE STUDENT GROUP.

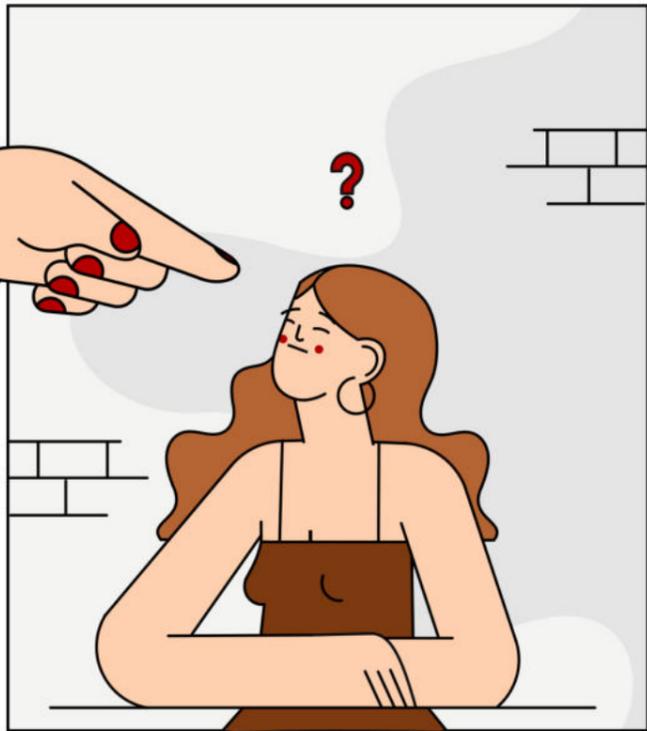
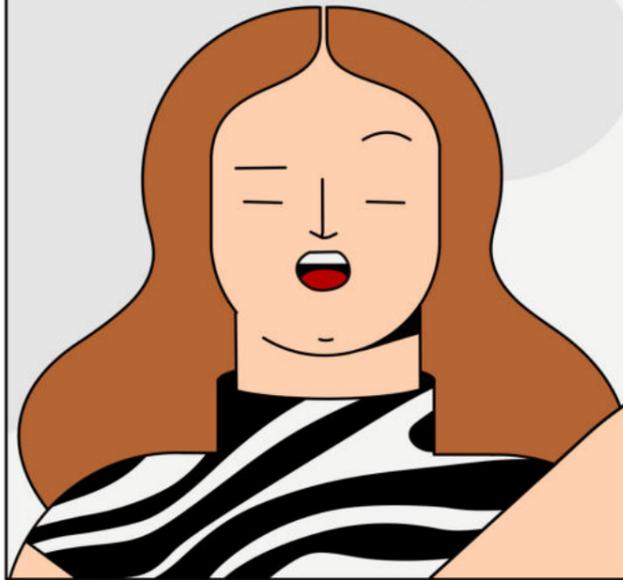


YESTERDAY

ANNA, YOU WOULD BE A GOOD LEADER, YOU ARE VERY CONFIDENT FOR A WOMAN.

BUT ONLY FOR A WOMAN.

HAHAHA!



WHAT ABOUT THE REST OF US?



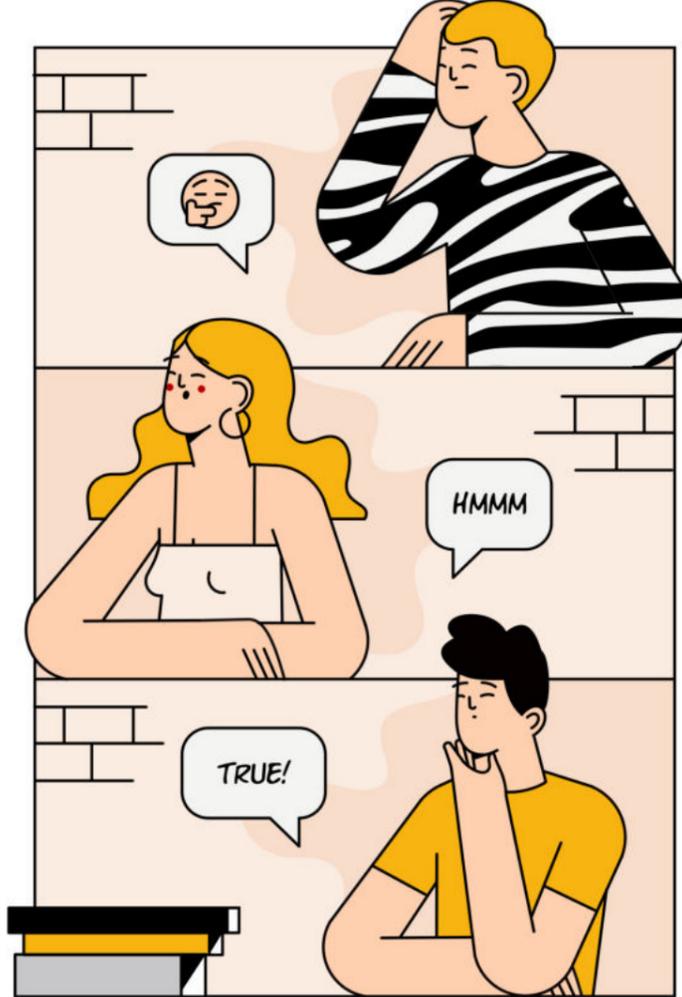
DESPITE THE ATTEMPT TO GET RID OF ALL PERSONAL GENDER BIASES, IT MAY BE DIFFICULT TO ERADICATE THEM COMPLETELY, MAINLY BECAUSE THEY ARE OFTEN UNCONSCIOUS. BUT WE MAY ASK OUR STUDENTS TO BE OUR ALLIES AND TO HELP US REFLECT ON THEM. IT SHOULD BE A MUTUAL AGREEMENT, BECAUSE IT IS ALSO IMPORTANT TO REFLECT ON THE GENDER BIASES OF STUDENTS, IF THEY OCCUR.



TOMORROW

"ANNA, YOU WOULD BE A GOOD LEADER, YOU ARE VERY CONFIDENT FOR A WOMAN."

WHAT I'VE JUST SAID IS AN EXAMPLE OF GENDER STEREOTYPING...



HMMM

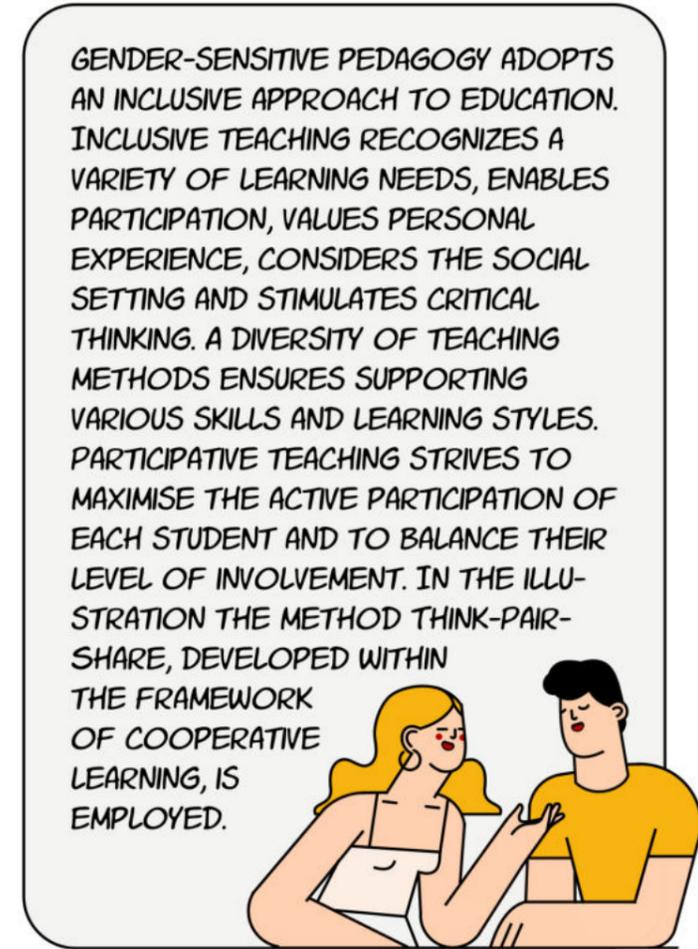
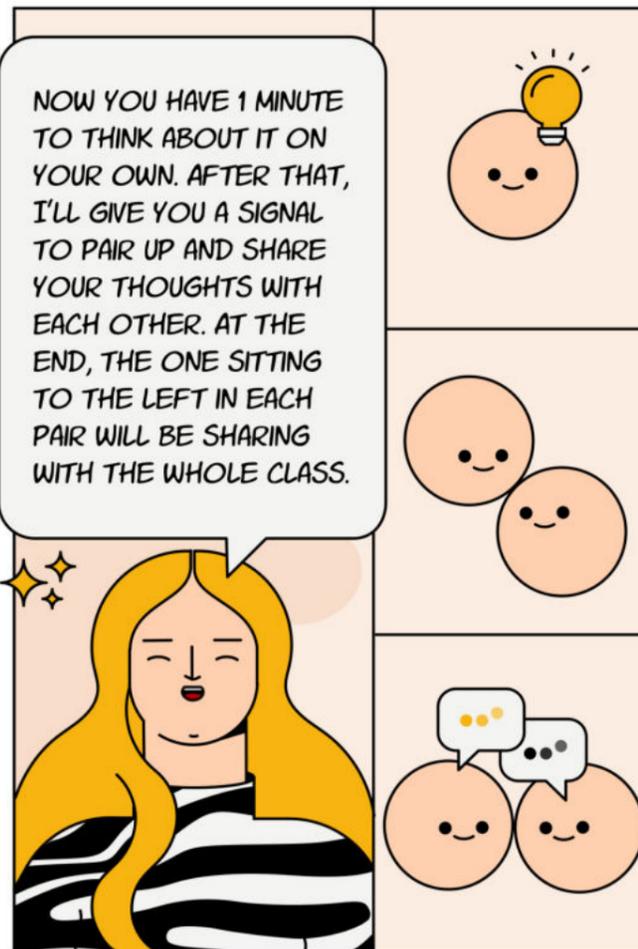
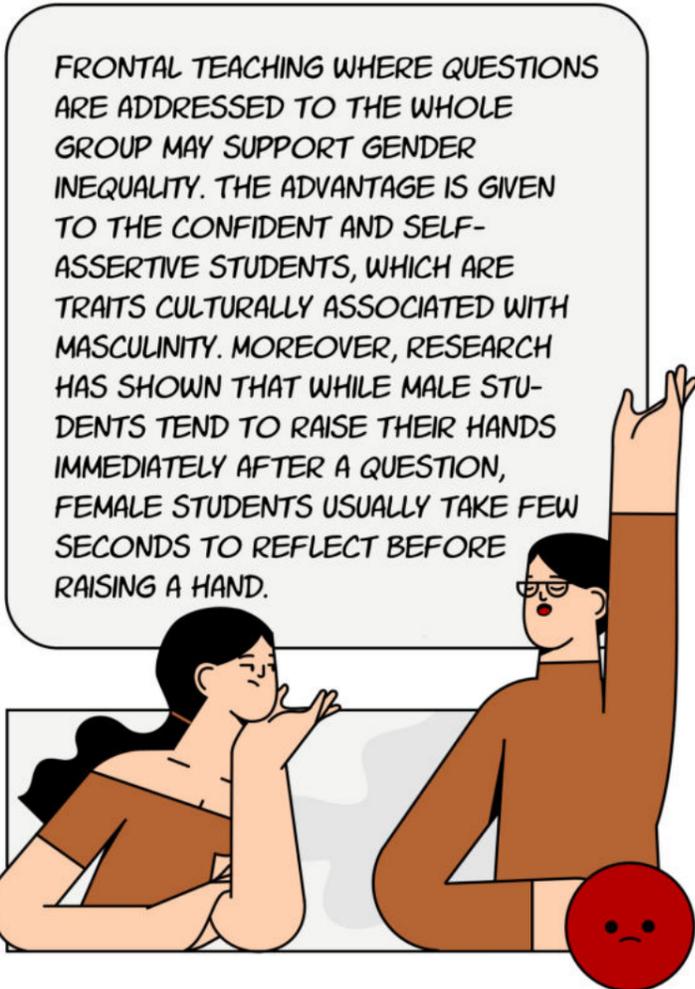
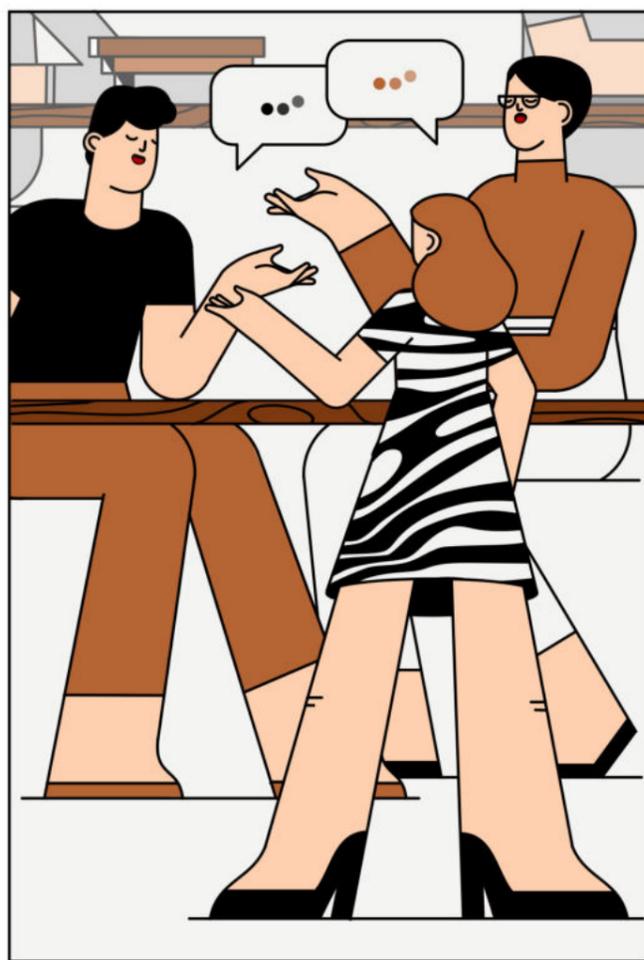
TRUE!

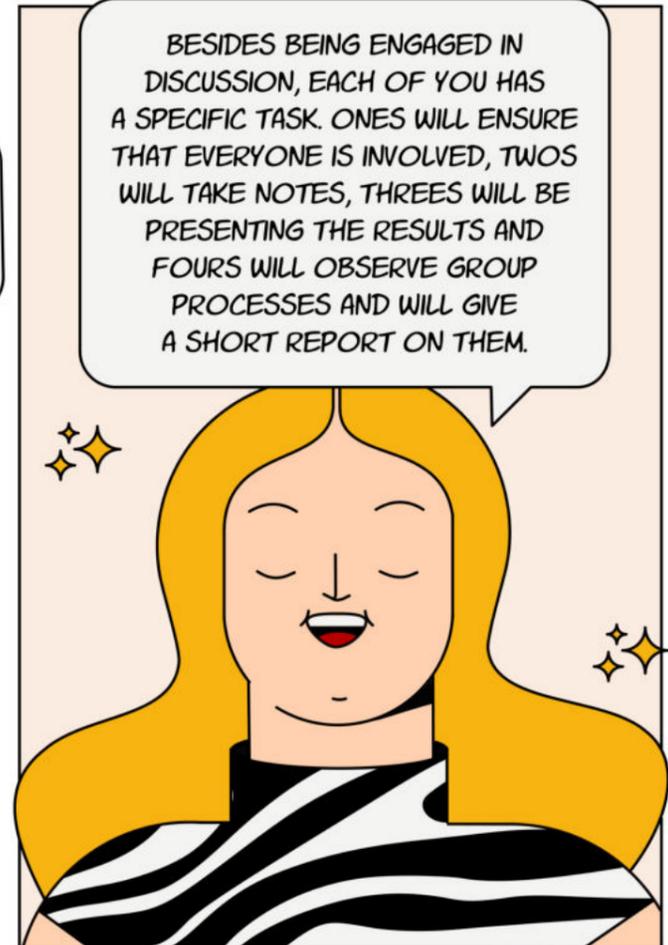
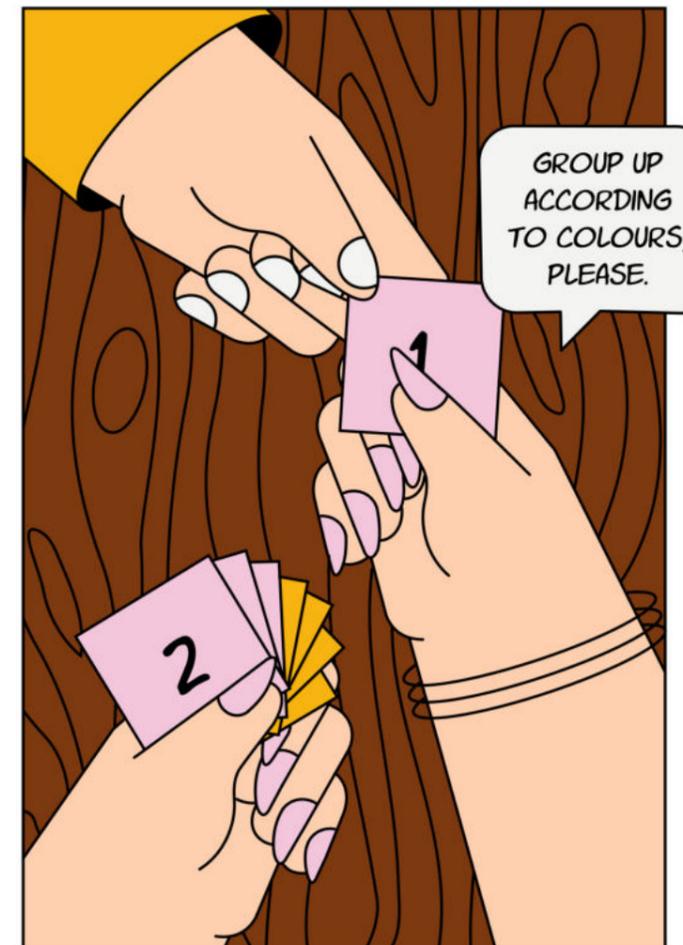
CAN YOU THINK OF ANY OTHER CHARACTERISTICS OF A GOOD TOP MANAGER AND THEIR ASSOCIATION WITH EITHER MALE OR FEMALE GENDER?

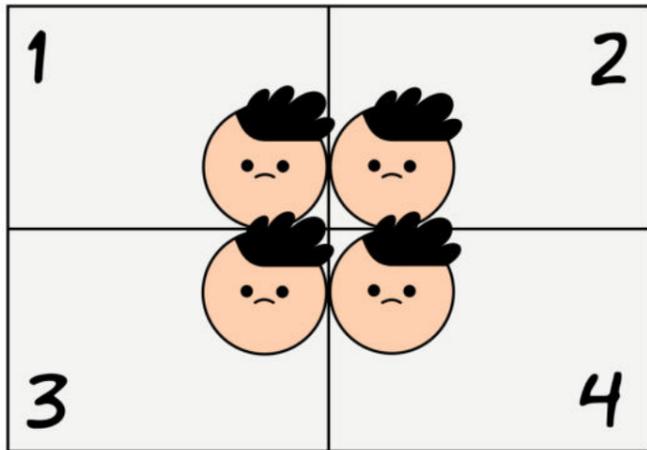
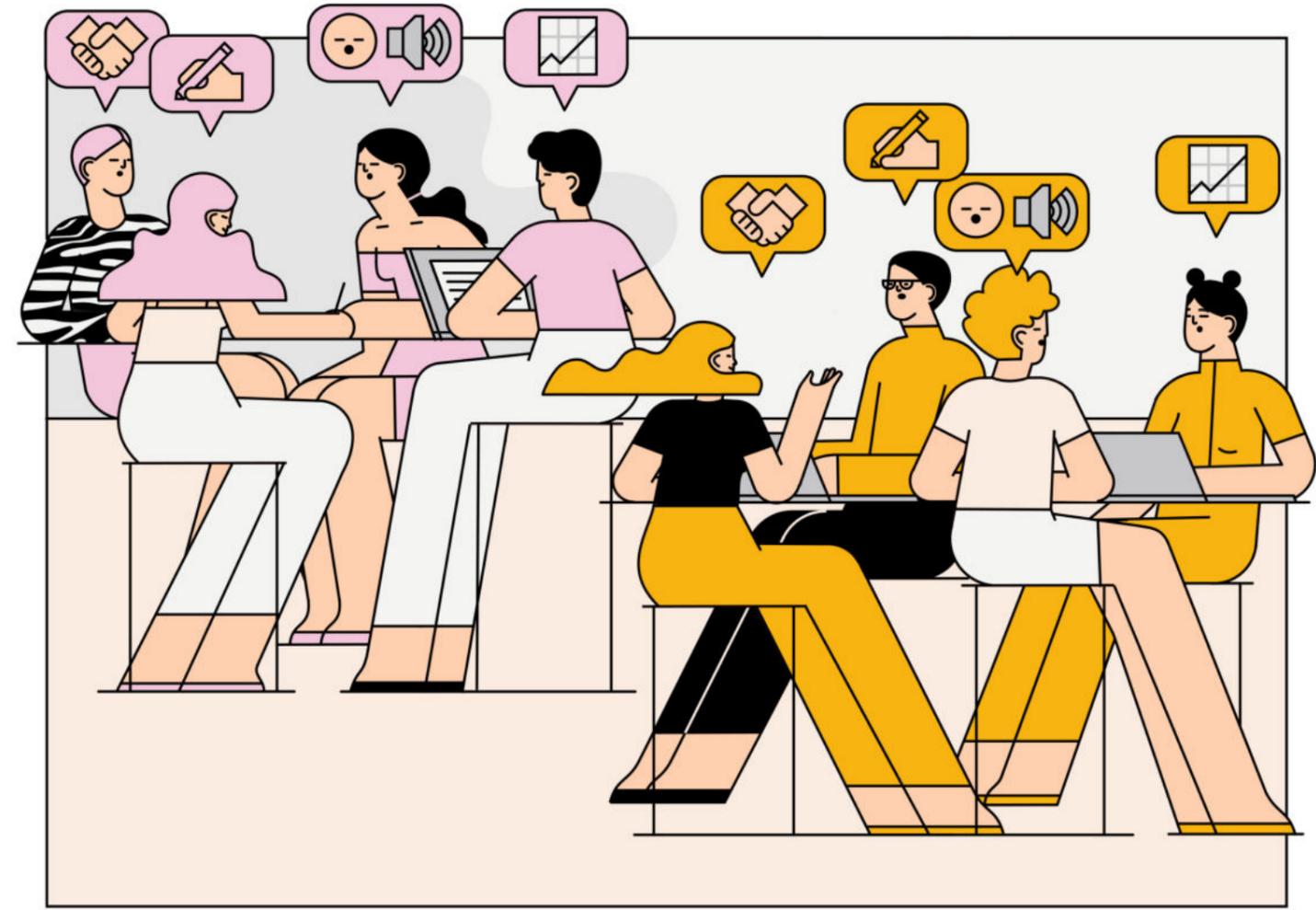
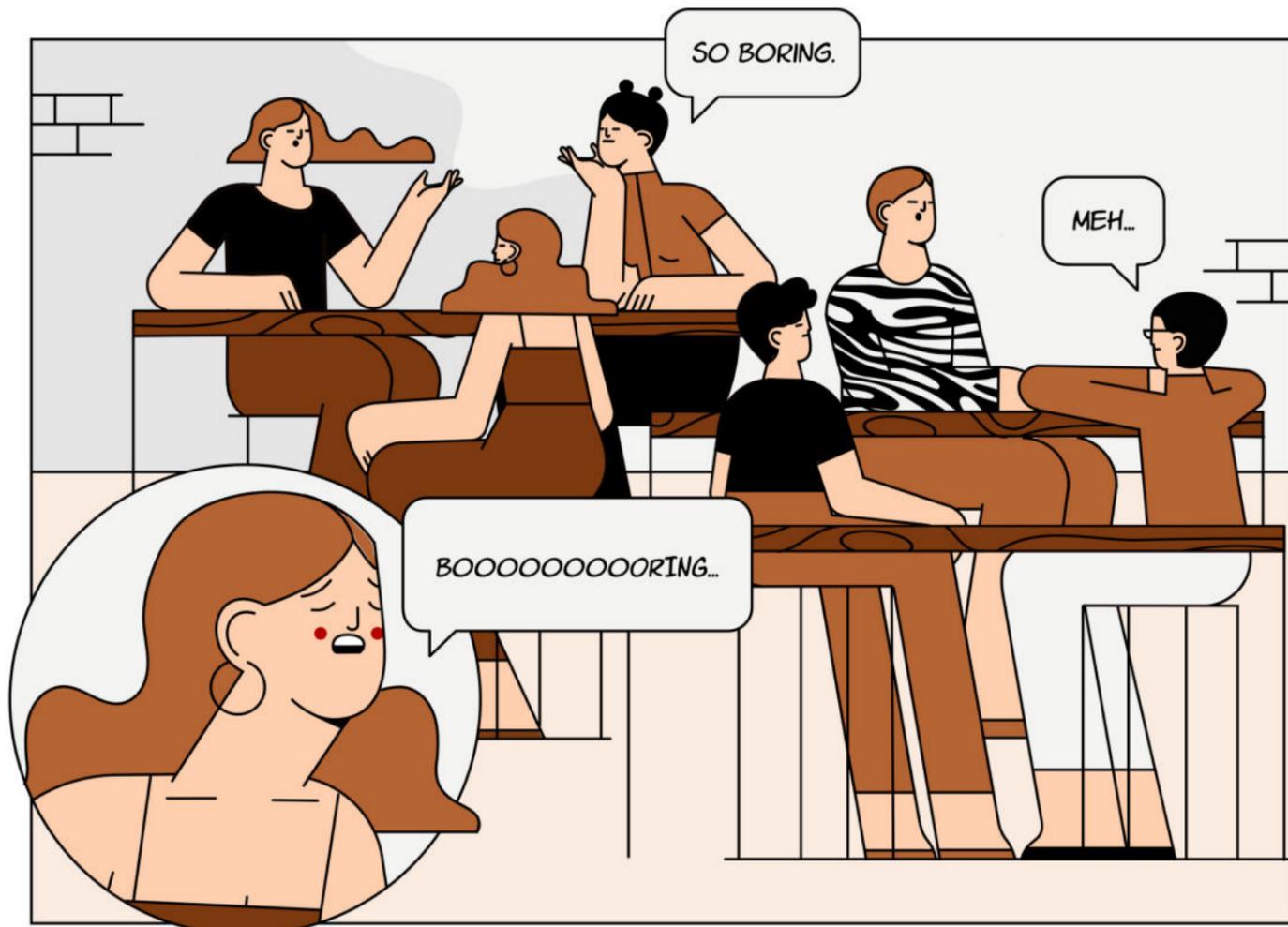


EVEN WHEN WE ARE CONSCIOUSLY STRIVING FOR GENDER EQUALITY, IT IS POSSIBLE WE STILL HAVE SOME DEEPLY ROOTED UNCONSCIOUS GENDER BIAS AS A RESULT OF STEREOTYPES PRESENT IN THE CULTURE WE HAVE BEEN RAISED IN. SOME SITUATIONS MAY TRIGGER THE BIAS TO AFFECT OUR BEHAVIOUR AND SPEECH. IF THIS HAPPENS TO US DURING A CLASS AND WE ARE ABLE TO REALISE IT, IT WILL BE GOOD TO REFLECT ON IT OUT LOUD AND TO MAKE USE OF IT TO ENCOURAGE DISCUSSION.

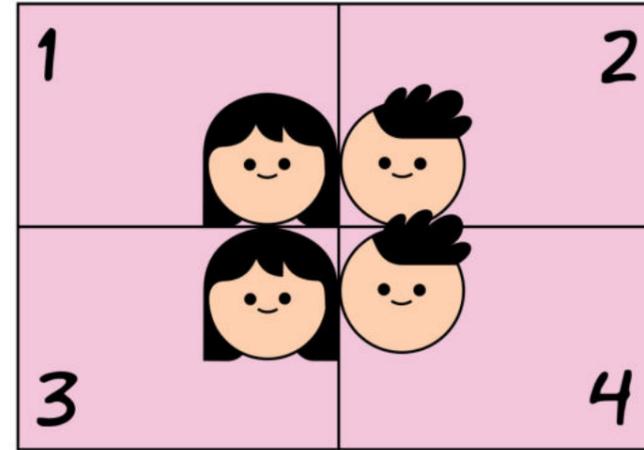
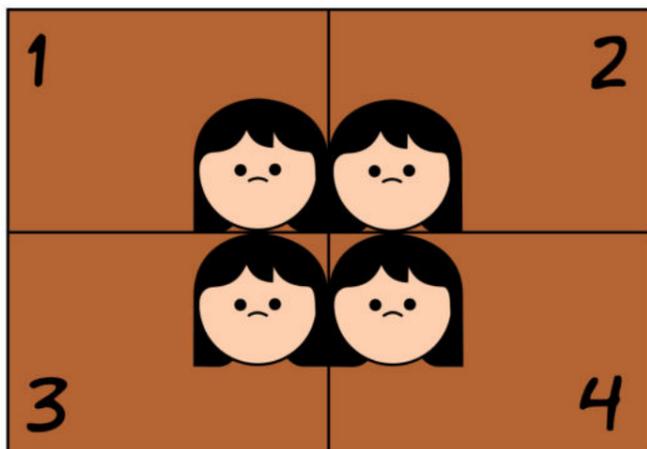




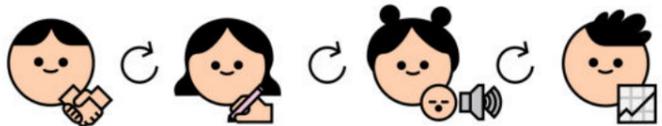
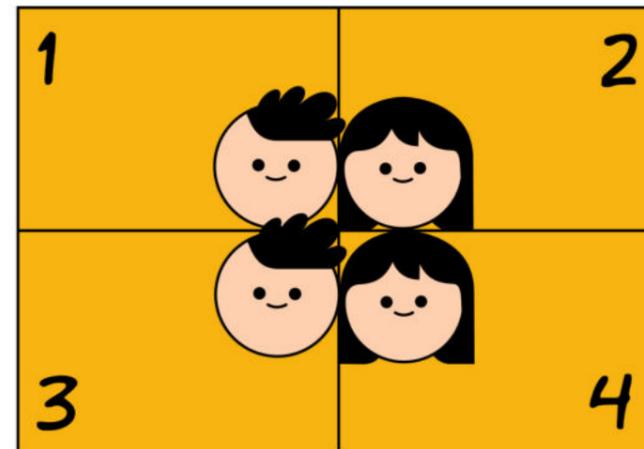




DIVIDING STUDENTS INTO GROUPS DOES NOT IN ITSELF MAKE THE LEARNING MORE PARTICIPATIVE OR GENDER EQUAL. ON THE ONE HAND, THERE IS A RISK OF SOCIAL LOAFING, ON THE OTHER HAND, SOME STUDENTS MAY BE TOO ACTIVE, SO THE OTHERS MAY NOT HAVE ENOUGH SPACE TO EXPRESS THEIR OPINIONS, OR MAY EVEN FEEL DISCOURAGED FROM PARTICIPATING.



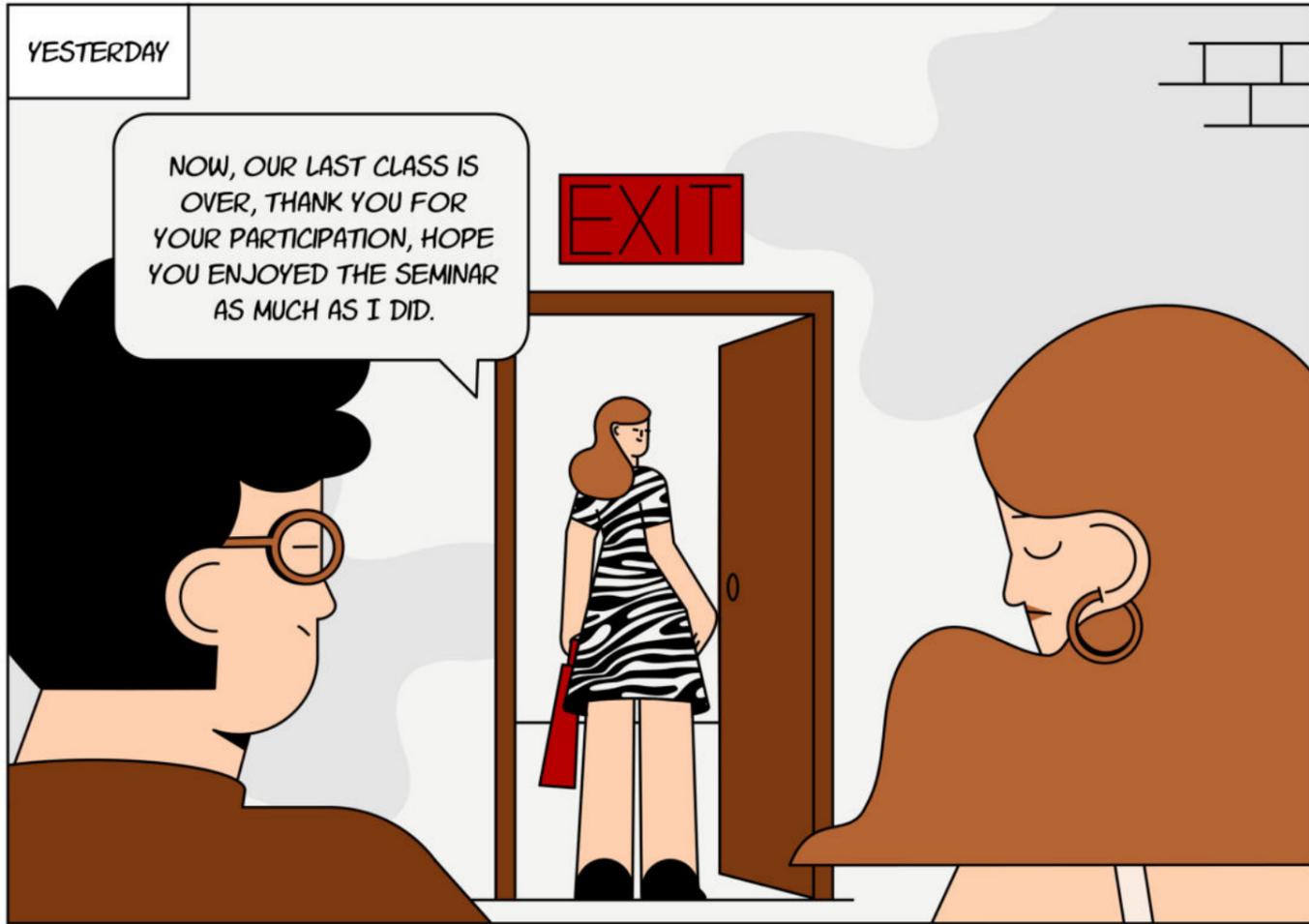
GROUP WORK IS A USEFUL TOOL IN GENDER-SENSITIVE LEARNING, BUT ONLY IF IT IS PROPERLY ORGANISED. THE TEACHER SHOULD MANAGE THE PROCESS OF GROUP CREATING (THUS ENSURING AS FAR AS POSSIBLE A GENDER BALANCE AND DIVERSITY OF LEARNING TYPES), AS WELL AS INDIVIDUAL TASK ASSIGNMENT. IT IS IMPORTANT TO AVOID STEREOTYPES IN ASSIGNING THE ROLES (E. G. WOMEN ALWAYS AS THOSE WHO ENSURE EVERYONE IS INVOLVED, MEN ALWAYS AS THOSE WHO PRESENT THE RESULTS) AND ALSO TO ROTATE THE ROLES DURING THE SEMESTER.



YESTERDAY

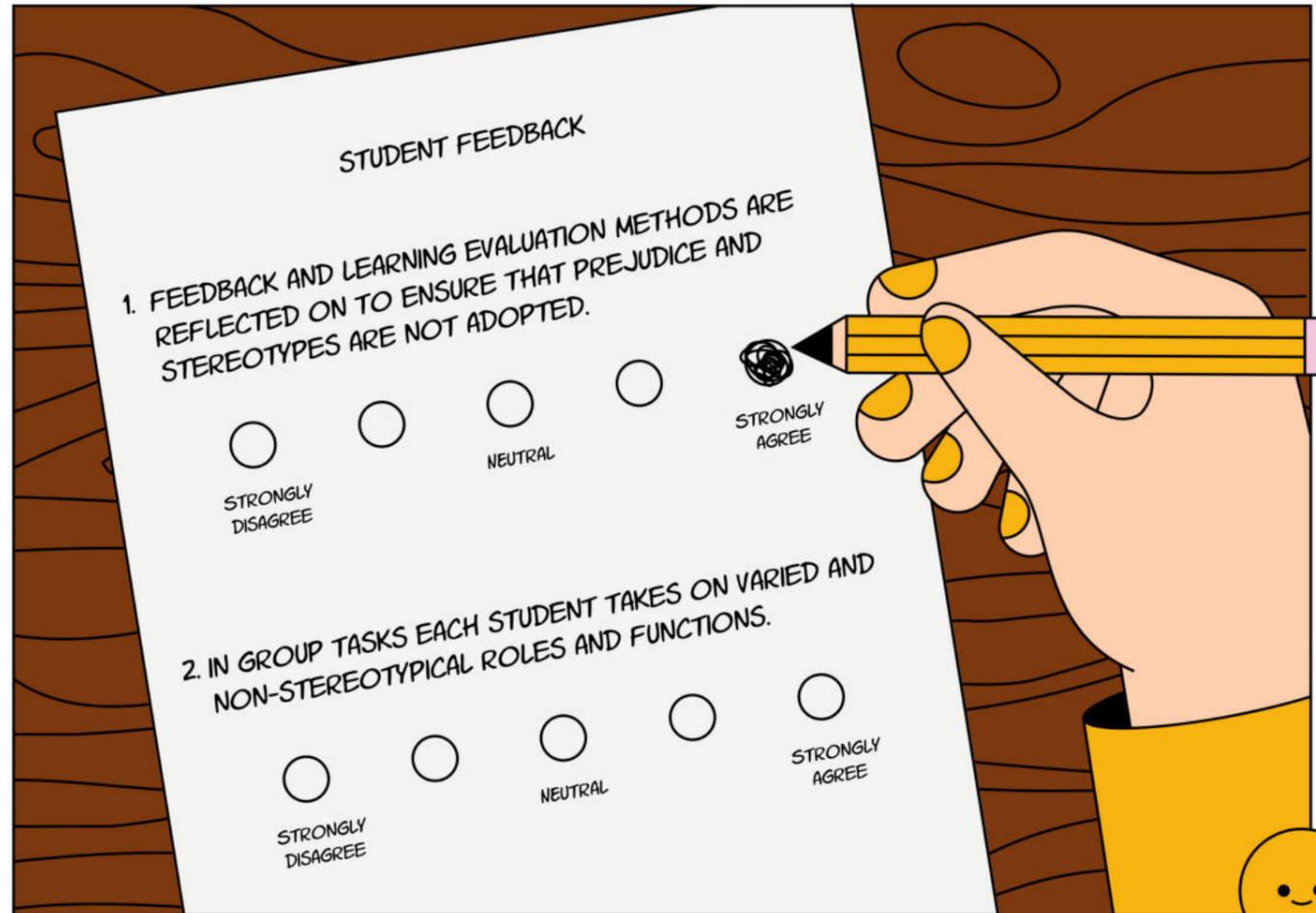
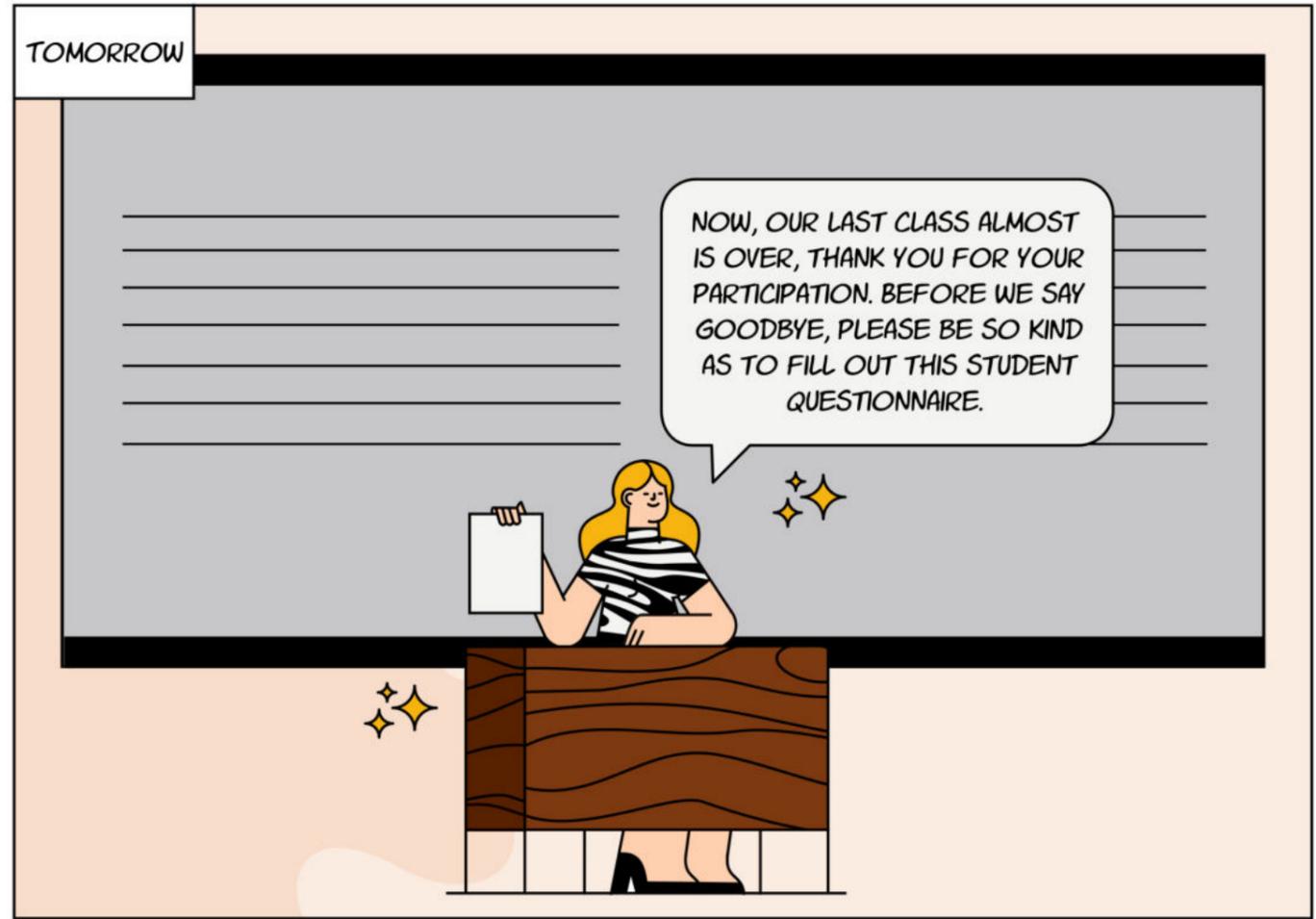
NOW, OUR LAST CLASS IS OVER, THANK YOU FOR YOUR PARTICIPATION, HOPE YOU ENJOYED THE SEMINAR AS MUCH AS I DID.

EXIT



TOMORROW

NOW, OUR LAST CLASS ALMOST IS OVER, THANK YOU FOR YOUR PARTICIPATION. BEFORE WE SAY GOODBYE, PLEASE BE SO KIND AS TO FILL OUT THIS STUDENT QUESTIONNAIRE.



Checklist: Where am I now?

Explanation: Every question answered positively moves you towards TOMORROW.

yes no

Are the information sheets of courses that I teach written in gender-balanced language?

Does the list of mandatory and recommended readings also contain works written by female experts in the field?

Is the seating in a classroom arranged in a way that enables me to pay about equal attention to all students and to support their participation? Or, if it is not possible to change the seating arrangement, am I trying to make any compensations (e. g. by changing the seating plan in the course of the semester, or changing my own spatial position in the classroom)?

Do I observe how much linguistic space during classes the female students have in comparison with the male students? Is the ratio balanced?

Am I addressing female and male students with the same level of respect (either everyone by their first name, or everyone by their surname)?

Am I giving male and female students feedback of approximately equal value to their questions and remarks (in terms of its richness, appreciation, asking supplementary questions etc.)? If I call on students during classes, are female students given the floor to the same extent as the male students?

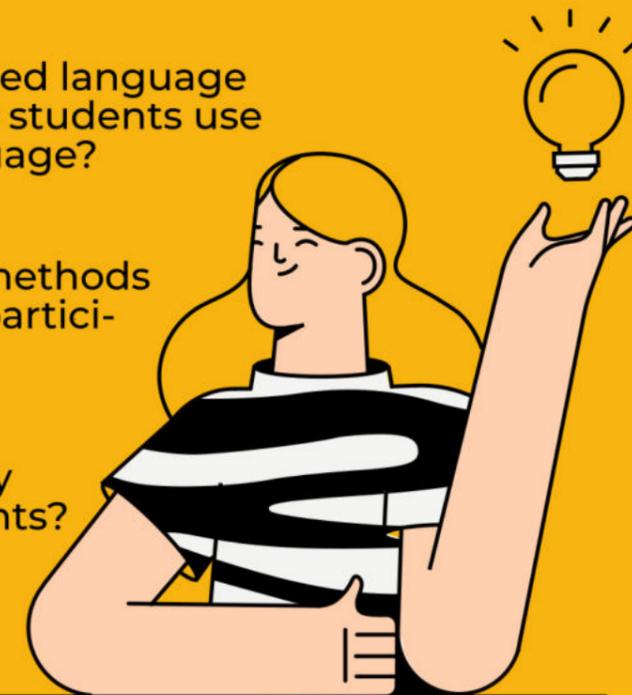
Am I trying to avoid gender stereotypes in teaching materials? If I have to work with materials that are gender biased (e. g. older textbooks), do I reflect on these biases with the student group?

If gender stereotypes occur within the student group, do we discuss them during the class? Am I observing my teaching practice from the viewpoint of gender stereotypes?

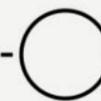
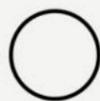
Do I use gender-balanced language while teaching? Do the students use gender-balanced language?

Do I employ teaching methods supporting the active participation of all students?

Do I get feedback to my classes from the students?



YESTERDAY



TOMORROW FUTURE

100

Gender (un)awareness in higher education

ILLUSTRATIONS AND GRAPHIC DESIGN

Alexandra Buricová

CONCEPT AND TEXT

Andrea Fábiková



Comenius University
Bratislava, 2022

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PROJECT PARTNER INSTITUTIONS

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