

GENDER-EQUAL TEACHING WORKSHOP: IDEAS FROM WORKSHOP

KONTAKT:

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The following ideas are listed on a scale of the most popular (that got the most stars from participants), to the least popular.

WORKSHOP DISCUSSION QUESTION #1:

Where are the places where I am at most risk of using bias in my decision-making?
How can I use knowledge on gender equality and bias awareness to develop the best possible teaching environment?

6 STAR IDEAS:

- **When discussing in class, make sure that everyone gets the chance to talk (giving the word), and make eye contact with all students. This also applies to examination situations.**

3 STAR IDEAS:

- Bias towards enthusiasm and people like yourself

2 STAR IDEAS:

- Anonymous exams
- Have students peer-review exercises

1 STAR IDEAS:

- Stressful environments may lead to high risk of a bias
- Scanning the room with eye contact

0 STAR IDEAS:

- Direct contact with students
- Gender-based groups often happen

- Create awareness of gender inequality
- Digital exams? Many different ways to exam knowledge
- Risks come when grading, when it's not anonymous
- Risks also come in classroom communication, and when employing people

WORKSHOP DISCUSSION QUESTIONS #2:

What would an inclusive and gender-equal classroom or lab environment be like?

What are some of the outcomes that we would see?

6 STAR IDEAS:

- **One of the results of an inclusive classroom would be a more permitting atmosphere**

3 STAR IDEAS:

- Another result (of an inclusive classroom environment) would be more confident students
- Everyone should feel comfortable to take part (speak publicly etc.)

2 STAR IDEAS:

- Anonymous exams
- Have students peer-review exercises
- Have a diversity of teaching methods
- Raising hand as a method instead of just talking
- Be clear and say that you want to see an inclusive classroom environment

1 STAR IDEAS:

- Think about how to organize the tables
- Split up the groups, rotate
- Another result of inclusion would be more interaction
- Put the student in focus when teaching
- It's up to teacher to facilitate the class
- Encourage participation

0 STAR IDEAS:

- Teachers mix up the groups
- Outcomes: statistics 50-50
- Resources 50-50
- Culture – independent
- Identification would be academic rather than gender

- Male students ask more questions in general and take more of the teachers' time
- You can use the gender timer app to time your interactions with students and self-audit
- Teaching feedback (answering questions) via apps (or similar) directly in the classroom to get feedback from all students

WORKSHOP DISCUSSION QUESTIONS #3:

What are the elements that are completely outside of my control having to do with gender-equal teaching? (Ex: How the student body/faculty looks, school policies, etc.)

5 STAR IDEAS:

- **Already established gender roles from society**

3 STAR IDEAS:

- Culture in society

2 STAR IDEAS:

- Person's set of mind
- Gender balance in teachers
- Quotas

1 STAR IDEAS:

- University policies
- Family issues that teachers can't control

0 STAR IDEAS:

- University policies, gender gap
- History
- Composition of students
- Room design
- Faculty
- Number of boys/girls in the population for example in the refugees it's mostly boys!!
- Interest in subject among the genders that were promoted in earlier stages
- Study loans for women with children for example
- Policies that promote specific groups (gender)

- Students that walk into your classroom
- Pre-existing knowledge
- Pre-existing bias
- Society & culture
- University policy

WORKSHOP DISCUSSION QUESTIONS #4:

Do I communicate clear and transparent guidelines for grading, where the room for bias is minimized to the extent possible?

Do I give students of all genders equal time to speak and participate?

Are there differences in accepted behavior for women and men in class?

5 STAR IDEAS:

- **Facilitate the quieter students to talk more**
- **It is more about making the quiet students to talk which is harder and maybe forcing everyone to communicate is a way!**

3 STAR IDEAS:

- Interacting with all students, maybe by simple question might “break the ice.”

2 STAR IDEAS:

- Are there differences in accepted behavior for women and men in class? (the question itself got 2 stars)
- Yes, there are differences in accepted behavior e.g. raising hand or not when participating

1 STAR IDEAS:

- Do I communicate clear and transparent guidelines for grading, where the room for bias is minimized to the extent possible?
- Grading based on content and a comment on language for example would be a way to address the prejudice on the sloppiness of language

0 STAR IDEAS:

- Boys speaking more than girls
- Different accepted behavior
- We expect that boys talk more in lectures
- Socially acceptable disrespectful behavior: interrupting (different between genders)
- There are definitely different accepted behaviors – boys are sloppy and so on that needs to be noted

WORKSHOP DISCUSSION QUESTIONS #5:

Is there anything that I learned today that I can incorporate into my teaching style?
Do the examples that I use in my teaching show examples of both genders thriving?
How can I include role models from both genders in my teaching?

5 STAR IDEAS:

- **Include pictures of all possible genders in powerpoint**
- **Use interactive teaching**
- **Include more recent role models, since historically there are not as many female role models**

3 STAR IDEAS:

- Interacting with all students, maybe by simple question might “break the ice.”

2 STAR IDEAS:

- Influence course literature and question
- More specific feedback

1 STAR IDEAS:

- “Flipped classroom”
- What if there are very few female role models? (Alice’s note: Suggestions came up regarding “Dagens Dam” and “Kvinnsam” online where you can find examples of role models in Sweden
- Try to show pictures of different people (difficult)

0 STAR IDEAS:

- TAs representative of the student body
- Words
- “Eye opener”
- Anonymous