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Gender in teaching

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Why do we need to include gender dimension in teaching?

→ Introducing the gender dimension allows us to deepen our understanding of the needs, behaviors and attitudes of the population as a whole, thus avoiding both partial interpretations that start from the man as a universal subject, and essentialisms about men and women.

- → Including gender dimension in teaching improves the teaching quality and the social relevance of the knowledge, technologies and Innovations produced.
- → In some cases, also to comply with the Law (for example in Catalonia, from 2020/2021)





Can we include gender dimension in all courses?

→ Absolutely YES!

 Using different evaluation systems

- Preventing mansplaining; men interrupting women...
- Creating a safe environment
- Empowering women
- Being aware of roles in team working



- Including works by women
- Considering sex/gender as key variables

- Using different methodologies (inclusive, diverse)
- Using inclusive language
- Breaking stereotypes





What do we need to include gender dimension in teaching?

The GEECCO-UPC experience

- Talks, trainings, raising awareness campaigns, good practices dissemination
- Gender competence (compulsory for all BA and MSc)
- Gender & teaching innovation projects funding



- Pilot project → UPC guide & students' questionnaire & "Community of practice"
- Trainings
- Resources for schools/faculties
- Women referents' website
- Inclusive language guide
- & External guides

https://igualtat.upc.edu/ca/recursos/perspectiva-genere-docencia





Some concluding remarks

Hindering factors

- Lack of experience & knowledge, specially in the STEAM field (At UPC "A" –standing for Arts- includes Architecture)
- Lack of resources
- Resistances

Facilitating factors

- Resources (GEECCO + other UPC resources)
- Regulations
- Institutional commitment

Where to start?

- Get the institutional commitment
- Adapt the existing tools to the own context; start with easy actions; run a pilot project?









THANK YOU!

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