

Gender responsive pedagogy in online learning

A FRAMEWORK AND GUIDANCE FOR
DESIGNERS AND FACILITATORS

MAI SKOVGAARD
JOANNA WILD
FLORA FABIAN
AURELIA MUNENE

2023

inasp 

ACKNOWLEDGMENTS

We are grateful to all the Transforming Employability for Social Change in East Africa (TESCEA) partners who helped to develop and pilot our original classroom-based framework and approach to gender responsive pedagogy in higher education. TESCEA was part of the Strategic Partnerships for Higher Education Innovation and Reform programme (SPHEIR) funded by the UK Foreign, Commonwealth and Development Office.

Contact: info@inasp.info

November 2023

© INASP 2023

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license.



The adaptation of our framework and guidance specifically for online learning as presented in this publication has been supported by Sida through the Global Platforms for Equitable Knowledge Ecosystems (GPEKE) project.

Design | squarebeasts.net

www.inasp.info

International Network for Advancing Science and Policy (INASP) is registered in England and Wales – Company No. 04919576 – Charity No. 1106349.

CONTENTS

ACKNOWLEDGMENTS	<u>2</u>
1. <i>Introduction</i>	<u>4</u>
2. <i>Why gender matters in learning</i>	<u>5</u>
3. <i>Where our approach has come from</i>	<u>7</u>
4. <i>Gender-responsive pedagogy in online learning – our framework and guidance</i>	<u>9</u>
A NOTE ON TERMINOLOGY AND INTERSECTIONALITY	<u>9</u>
THE FRAMEWORK	<u>10</u>
THE MATRIX	<u>11</u>
THE CHECKLIST	<u>12</u>
NEXT STEPS	<u>12</u>
CASE STUDY 1: THE IMPACT OF GENDER RESPONSIVE PEDAGOGY IN TESCEA	<u>13</u>
CASE STUDY 2: REFLECTIONS ON USING THE GUIDANCE TO REVIEW AN ONLINE COURSE	<u>15</u>
REFERENCES	<u>17</u>
APPENDIX A: GLOSSARY OF KEY GENDER RELATED TERMS	<u>19</u>
APPENDIX B: MATRIX FOR WHAT DESIGNERS AND FACILITATORS CAN DO TO MAKE ONLINE LEARNING GENDER RESPONSIVE	<u>20</u>
APPENDIX C: MINIMUM CHECKLIST TO SUPPORT THE PROCESS OF GENDER RESPONSIVE DESIGN AND REVIEW	<u>29</u>

1. Introduction

The COVID-19 pandemic has created new norms in teaching and learning by accelerating the uptake of online and blended approaches in professional development and education. It has also surfaced inequities in digital access and inclusion (Laufer et al., 2021). This has stressed the importance of making sure that both women and men learners are supported to access and succeed in online and blended learning. On average, women and girls across the world spend more time on unpaid care and domestic work than men. This in turn impacts their journey in education and subsequent career trajectories (Dhar, 2020). If we design online and blended learning to be gender responsive, it can offer more flexible opportunities for both women and men to access and progress through education and professional development opportunities.

In this publication we present a framework and accompanying guidance to support designers and facilitators of online learning to make their events and courses gender responsive. The aim of the framework and guidance is to ensure that the needs of both women and men learners are integrated throughout the design and facilitation of online learning – and that the gender dimensions of a subject or topic are covered as part of the learning experience. We have developed our guidance with the intent of it being useful for designers and facilitators of online learning no matter their level of familiarity with gender considerations in teaching and learning.

HOW THE PUBLICATION IS STRUCTURED

Sections 2 and 3 of this publication introduce readers to why it is important to consider gender in learning and explain how we developed our approach to gender responsive pedagogy. Section 4 introduces our framework and guidance for designers and facilitators of online learning. While our guidance was developed with gender equity in mind, it also lends itself to think about other aspects of diversity and inclusion. The full guidance which consists of a matrix and a minimum checklist is included in Appendices B and C.

We have also included two case studies in this publication: Case Study 1 presents the impact that our focus on gender responsive pedagogy had in the Transforming Employability for Social Change in East Africa (TESCEA)¹ project and partnership. It was through this partnership that we developed our original classroom-based approach to gender responsive pedagogy, which we have now adapted specifically for online learning. Case Study 2 shares personal reflections on the process of using the guidance to review an existing AuthorAID² self-study course on 'Academic Writing Skills', after which recommendations for how this specific course could be made more gender responsive were made. Depending on interest and pre-existing knowledge readers might want to go through our publication in its entirety or navigate directly to specific sections.

It is our hope that our gender responsive pedagogy framework and guidance will be useful for designers and facilitators of online learning, as well as for the wider community in the capacity strengthening sector concerned with ensuring equity in online learning.

1 <https://www.inasp.info/project/transforming-employability-social-change-east-africa-tescea>

2 [AuthorAID](#) is a global learning and knowledge sharing community supporting researchers in low- and middle-income countries to master skills, develop networks, build confidence and navigate their careers. The AuthorAID network is run by INASP and generously supported by Sida.

2. Why gender matters in learning

Globally, women outnumber men when it comes to tertiary education enrolment. In 2020, 113 women were enrolled for every 100 men. The only region where enrolment is lower for women than men is Sub-Saharan Africa, with only 79 women enrolled for every 100 men in 2019 (UNESCO, 2022). However, women's higher enrolment and completion rates in tertiary education globally have so far not translated into better economic outcomes and opportunities. While 95.2% of the gender gap in educational attainment has been closed, according to the World Economic Forum's 2023 Global Gender Gap Report, there is still a 39.9% gender gap when it comes to economic participation and opportunity (World Economic Forum, 2023).

In addition, according to UNDP's Gender Social Norms Index, 28% of people believe that university education is more important for men than for women (UNDP, 2023). Furthermore, there are still significant gender disparities which need to be addressed inside higher education institutions with women being underrepresented in science, technology, engineering and math (STEM) subjects worldwide and men being underrepresented in e.g. the arts and humanities, social sciences, and health and welfare in most countries (Bello et al., 2021; Bothwell et al., 2022). Women are also "consistently and significantly underrepresented in positions of power and leadership in higher education globally" (Mott, 2022).

To achieve gender equality, as reflected in the UN Sustainable Development Goals, we will need to address biased gender social norms – and education is key to this. Education and learning can help to overcome harmful norms and stereotypes by tackling prejudices and encouraging positive gender norms – both in relation to learning content and interactions (UNDP, 2023). However, studies have found that in many countries, women and girls have identified pedagogical practices as a major impediment to their attendance, participation, retention and progress in higher education – particularly in STEM courses where lecturers may show gender bias in their statements and

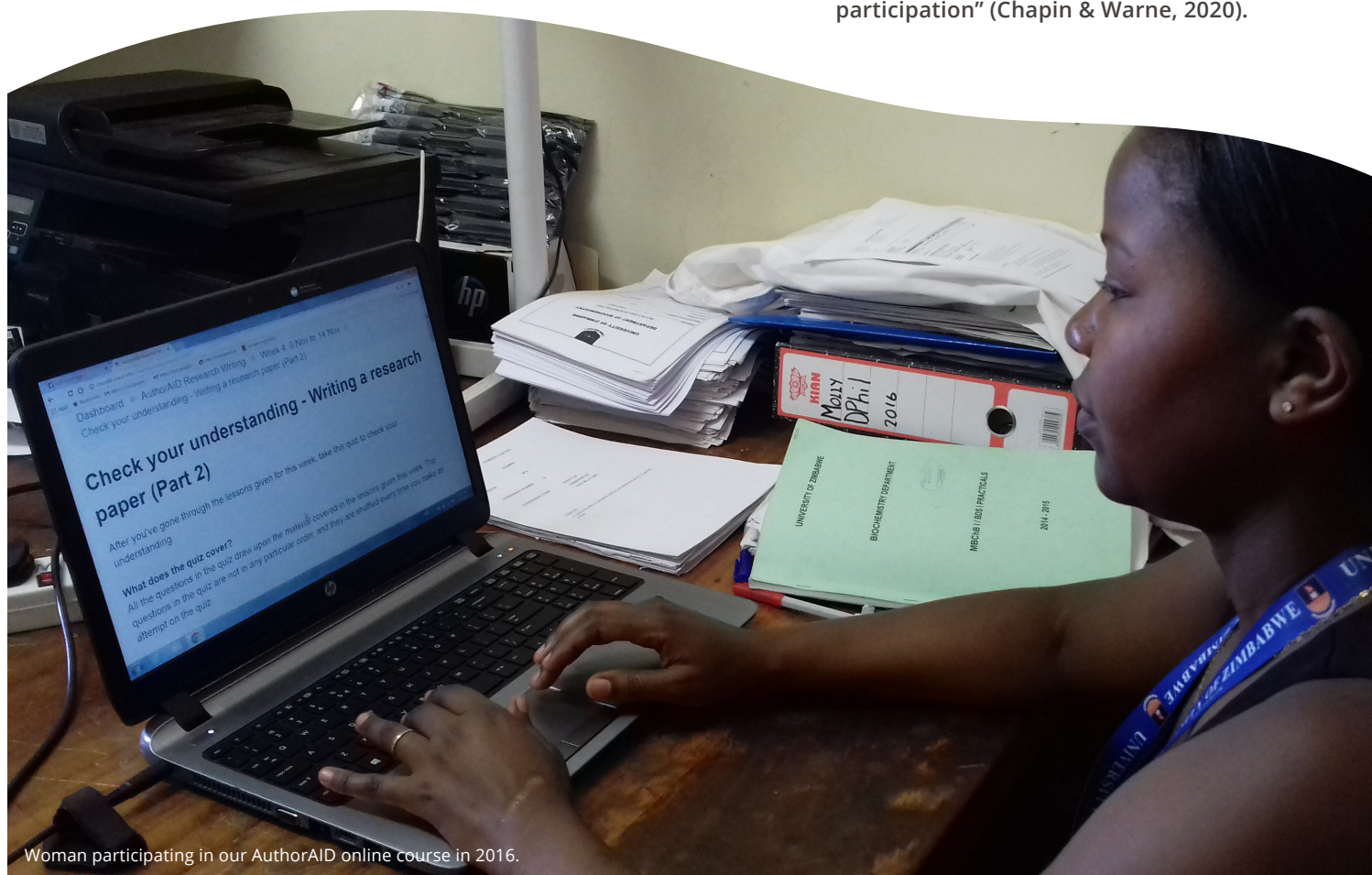
outright favouring of their men students (Doroba et al., 2015; Morley, 2005; Mukhwana et al., 2020). Widespread male bias has been found in textbooks, and a lack of consideration of gender and sex differences in research, product and technology development can lead to bias at best (e.g. Google's speech recognition software has been found to be 70% more likely to recognize male speech than female speech) and design that is less safe for women at worst (as has been the case with e.g. the design of seatbelts, airbags, and personal protective equipment) (Bello et al., 2021; Bert, 2018; Criado-Perez, 2019). Gender-responsive pedagogical approaches are therefore key to realising the potential of education and learning to help redress biased gender norms as well as ensuring that both women and men can equitably participate in and benefit long-term from tertiary education.

When it comes to online learning, data from the Coursera platform shows that during the COVID pandemic globally women's participation jumped from an average of 39% from 2016 to 2019 to 45% in 2020 and 2021. However, women represent only 32% of learners on the platform in Africa, 34% in the Middle East, and 39% in Asia Pacific. These gendered enrolment gaps "emphasize the urgent need to better understand how to recruit and serve women learners as online learning plays an increasing role in education" (IFC, 2022).

King et al., 2018 also note a distinct gender gap in access to online learning, with women frequently encountering “offline” hurdles to access that are structural, gendered, and systemic. For example, they may have caring commitments and find it challenging to travel to places with reliable internet connectivity (Wild & Nzegwu, 2023). Perryman & Acros, 2016 report that women are twice less likely than men to use internet in poor urban communities. In the same vein, while students from Colombo have high-speed broadband connection, other Sri Lankan women must travel 45 minutes by bus to an Internet access centre (Liyanagunawardena, 2012). There is a consensus that digital learning is not equally accessible to all sections of society in the Global South, and that its primary users – and thus those who benefit most – tend to be highly educated men based in urban areas, and in countries where the technological infrastructure and connectivity is more advanced (Wild & Nzegwu, 2023). This stresses the importance of adopting an intersectional view of gender which recognises that people are more than just men or women: they may also be parents, have lower levels of education and ICT skills, or live in remote rural communities with poor internet connectivity.

Women normally make up about 4 out of 10 participants in INASP’s digital learning offer, according to a meta-analysis of 10 years’ worth of data gathered from our online and blended courses (ibid.) This means that they are only marginally underrepresented. More intriguingly, women are more likely than men to finish an INASP online course once they have started on it. Also, women’s relative confidence level in what they are learning about seems to increase more than men’s after completing a course. Naturally, these findings do not imply that women are outperforming men in online learning or reaping its benefits to a higher degree. However, they do indicate that a slightly more optimistic picture is emerging from our work. This gives us cause to believe that applying a gender lens in the way we advertise and design our courses can attract more women to enrol and motivate them to complete their learning.

While an important aspect to gender responsive pedagogy is to redress biased social norms and imbalances to improve outcomes for girls and women, it is important to note that gender responsive pedagogy is not solely focused on girls and women. It is concerned with how gender, learners’ needs, and societal biases and norms interact and what this means for girls, women, boys and men learners in turn: “When gender becomes a pivotal lens within pedagogy, it supports more inclusive and interactive teaching and learning practices that balance both women’s and men’s participation” (Chapin & Warne, 2020).



Woman participating in our AuthorAID online course in 2016.

3. Where our approach has come from

Our original [framework and approach](#) for supporting gender responsive pedagogy in higher education was developed with partners in Kenya, Tanzania, and Uganda as part of the first phase of the [Transforming Employability for Social Change in East Africa](#) (TESCEA) project.³ When we started the TESCEA partnership, we found that most existing research and guidance on gender responsive pedagogy was focused either on education systems in the Global North or on primary and secondary education (Chapin & Warne, 2020). We therefore set out to develop an approach that was grounded in the lower-resource and lower-infrastructure educational environments of our partners in East Africa and that incorporated the more focused, technical, and professional orientations of higher education. To inform our approach we drew on existing work on gender responsive pedagogy; particularly two toolkits developed by the Forum for African Women Educationalists (Mlama et al., 2005) and the Commonwealth of Learning (Frei & Leowinata, 2014).

During the first phase of TESCEA our approach to gender responsive pedagogy was integrated into the partnership's course redesign process which aimed to create a transformative teaching and learning environment to foster graduates with 21st century skills. As part of the course redesign process, we worked with academic staff to strengthen their overall gender awareness while also integrating gender considerations into their course concepts, learning outcomes, assessment methods, and teaching and learning content and strategies (Skovgaard et al., 2021).

The evaluation of TESCEA found that gender-responsive pedagogical approaches were becoming an integral part of both course planning and how academic staff prepared group work and classroom seating arrangements. Furthermore, the gender-responsive design of TESCEA contributed to positive shifts in students' behaviours and attitudes, with students becoming more active learners who were not intimidated to interact with their fellow

students or teachers, and assuming more confident roles in class (Dooley et al., 2021). The TESCEA partnership also demonstrated that although undertaking a full curriculum redesign or review process can require substantial work, there are entry points and relatively 'quick wins' for making learning more gender responsive with the use of language and classroom set-up, management, and interactions being areas that lend themselves to fairly easy change (Skovgaard et al., 2021).

"I consider gender issues from the first levels of lesson preparation, class implementations, assessment, class examples, classroom sitting plan, and even representativeness."

Man lecturer, Mzumbe University

"The language I use in class is inclusive, the examples I use are inclusive and using a language that uplifts both male and female students."

Woman lecturer, Uganda Martyrs University⁴

3 TESCEA, which ran from 2018-2021, supported universities, industries, communities and government in Tanzania and Uganda to work together to create an improved learning experience for students by focusing on teaching for critical thinking and problem-solving.

4 Both quotes are taken from Skovgaard et al., 2021.



Zainab Yunusa-Kaltungo and colleagues (Nigeria), looking at our online course offer.

The positive response to our framework and approach by educationalists and the encouraging evaluation results from the TESCEA partnership led us to consider how it could be adapted specifically for online learning (see Case Study 1 for a more detailed account of the impact of gender responsive pedagogy in TESCEA). At INASP, we have been developing online training for over a decade and gender has always been part of our design considerations. However, our approach to design for gender responsiveness in our courses had been somewhat ad hoc and we did not have any systematic guidance in place to support this part of our work.

We started our adaptation process by conducting a rapid literature review to identify any existing models and frameworks for gender responsive pedagogy in online learning. Although numerous studies have explored the impact of gender on learning outcomes (Boyte-Eckis et al., 2018; Cai et al., 2017; Nistor, 2013;

Yu, 2021), differences in use of e-learning depending on gender (Cuadrado-García et al., 2010; McSparran & Young, 2001; Noroozi et al., n.d.) and barriers to online learning (Aljaraideh & Al Bataineh, 2019; King et al., 2018; Perryman & Arcos, 2016; Wild & Nzegwu, 2023), much less attention has been given to offering support in incorporating principles of gender equity into the course design and facilitation process. The Anti-Racism in Learning Technology group (an Association of Learning Technology Special Interest Group) has compiled a database of resources to promote inclusion and diversity in online learning⁵, including pedagogical frameworks and learning design, however, they do not include any frameworks or models to support gender equity. It therefore seemed that adapting our existing framework specifically for online learning would be beneficial not only to guide our own practice but also to contribute to good practice guidance for technology-enhanced capacity strengthening more broadly.

5 <https://reflect.ucl.ac.uk/ar-lt-tool/ar-in-ld/>

4. Gender-responsive pedagogy in online learning – our framework and guidance

The aim of our framework and accompanying resources is to guide learning designers and facilitators of learning to integrate gender-responsive pedagogy into the design and facilitation of online learning events and courses.

We adapted our original classroom-based framework for higher education using our in-house pedagogy and gender expertise. We created an updated framework graphic and adapted and developed two accompanying resources:

- A matrix with specific steps that designers and facilitators can take to make their online events and courses gender-responsive
- A minimum checklist to support the process of design and review.

We involved two gender experts from our Associate- and partner networks in Africa and they have independently reviewed and tested this resource pack (the framework, matrix and checklist), providing their comments and suggestions for improvements. Case study 2 shares reflections from one of these experts on using the resource pack to review an existing online course. We also tested our resource pack with the Technology-Enhanced Learning community in a workshop organised as part of the ALT-C conference 2023.

A note on terminology and intersectionality

We have included a list of key gender related terms relevant to our framework in Appendix A. While our framework, matrix and minimum checklist were developed with gender equity in mind, the six dimensions⁶, questions and guidance can be adapted to think about other aspects of diversity and inclusion as well.

We acknowledge that by using a broader equity and intersectional lens when designing and facilitating learning, we will be attentive to the various social categories of our learners, such as e.g., race, geography, age, educational background, and disability, that

intersect with gender and, if considered, can provide a more nuanced understanding of our learners' specific needs and capabilities.

We encourage learning designers and facilitators of learning who use our resources to reflect on and consider how the experiences and needs of their specific set of learners will be formed by the interaction of various social categories and how these categories intersect. For instance, as geography – both in terms of global region and centre vs. periphery within a country – is a key equity dimension for INASP, we always apply this lens to our work alongside a gender lens.

⁶ See 'The framework' section below.

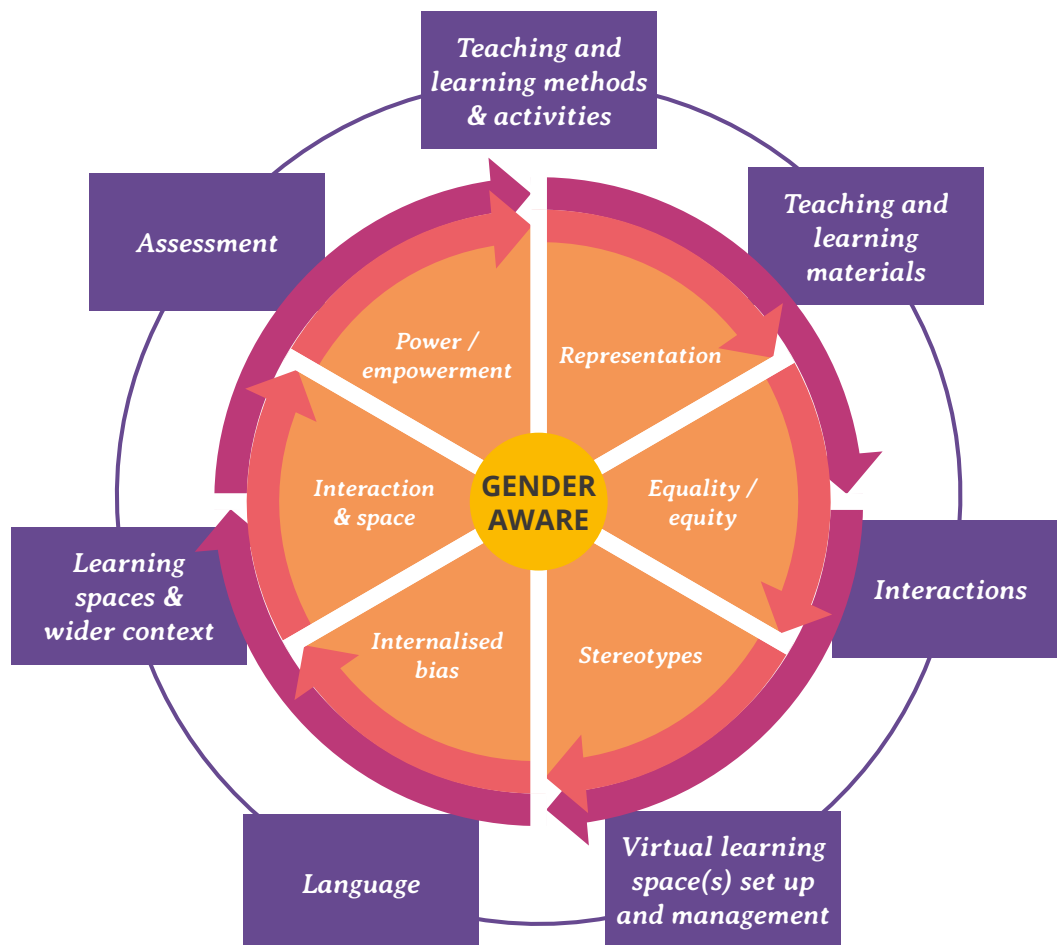
The framework

The framework consists of seven teaching and learning spaces (the outer ring in Fig 1 below) and six dimensions of gender (the inner ring in Fig 1). Learning designers and facilitators are invited to think about how each of the teaching and learning spaces relates to all the dimensions of gender.

Let's take 'teaching and learning materials' as an example to illustrate how each of the six dimensions of gender can play out in this teaching and learning space:

- **Representation:** Are both women and men represented in your teaching and learning materials? For example, does your list of recommended readings have both women and men authors?
- **Equality/equity:** Do your teaching materials promote gender equity? For example, do your teaching materials feature both women and men in leadership roles and showcase their achievements equally?
- **Stereotypes:** Are there any stereotypes in your teaching and learning materials? For example, are women represented as emotional and nurturing and men as rational and logical?
- **Bias:** Is there any gender bias in your materials and if so, how might your students end up thinking about themselves and potentially internalise any biases? For example, are your materials suggesting that computer science is a better fit for men while recommending teaching to women?
- **Interaction and space:** How is interaction organised in your teaching and learning materials and methods? For example, do your teaching materials and methods encourage both women and men to voice their opinions and take leadership of group-work?
- **Empowerment:** Are both women and men portrayed in empowered roles? For example, do your materials recognise contributions of both women and men to advances in science?

FIGURE 1: Gender-responsive pedagogy in online learning



Adapted from Chapin and Warne (2020)

The matrix

To support a practical application of the framework, we have developed a matrix with things that designers and facilitators can do to make their events and courses gender responsive. The matrix has been adapted specifically for online learning from our original classroom-based resource ‘Gender responsive pedagogy – what facilitators of learning can do’ (Omingo et al., 2021). For each of the seven teaching and learning spaces, we have:

- compiled questions for reflection on the six dimensions of gender
- listed specific things that *designers* of online learning can do to address the six dimensions of gender
- listed specific things that *facilitators* of online learning can do to address the six dimensions of gender

We encourage learning designers to use the matrix during the process of learning design and course development, and facilitators to use it in the preparation for and delivery of online learning interventions. This should ideally be a collaborative approach by the course development team including a subject matter expert, a learning designer, a technical expert, a gender expert (if needed/appropriate)⁷ and representatives from the target audience.

Depending on the nature of an online course or event some parts of the matrix might be more relevant and applicable than others. For a self-study course, for example, the specific steps that facilitators of online learning can take will likely not be relevant.

Below, we have included an example of gender-related questions and considerations for ‘teaching and learning materials’ from our matrix. The matrix is provided in its entirety in Appendix B.

Teaching and learning materials		
Questions to reflect on related to the 6 dimensions of gender	Specific things that designers of online learning can do	Specific things that facilitators of online learning can do
Are there any gender stereotypes or biases in the teaching and learning materials? If so, how will these either be transformed or actively addressed during the event or course?	Develop and use learning materials that depict both women and men performing the same activities and roles.	If the teaching and learning materials contain any gender stereotypes or biases, support learners in identifying, recognising and critically reflect on these.
Are women and men represented in roughly equal numbers in the teaching and learning materials (e.g., as authors in references being used, in the makeup of presenters/speakers)?	Use or design images and cases that reinforce attitudes and beliefs that women and men are equal (e.g., by portraying women in lead roles and men as helpers).	Pay attention to any global, national or local gender inequalities covered in the teaching and learning materials. Will you need to draw these out further for learners in your facilitation of the course or event?
Are women and men represented equitably in the teaching and learning materials (e.g., in terms of the roles that they are performing)?	Review existing teaching and learning materials using a gender lens: How many times do women/men appear in the material? What roles are they playing? Are both women and men engaged in doing, not just watching, or assisting?	Pay attention to gender issues related to the topic or profession covered in the teaching and learning materials (including any gender biases or blindness in the research that informs the field - e.g., lack of sex or gender disaggregation of data and analysis of gender differences). Will you need to draw these out further for learners in your facilitation of the course or event?
Do the teaching and learning materials cover gender dimensions of the subject/topic of the event or course?	Consider whether gender should be incorporated into the learning outcomes for your course; this can either be:	Pay attention to gender issues related to the topic or profession covered in the teaching and learning materials (including any gender biases or blindness in the research that informs the field - e.g., lack of sex or gender disaggregation of data and analysis of gender differences). Will you need to draw these out further for learners in your facilitation of the course or event?
Are there mechanisms in place to enable women and men learners to influence the teaching and learning materials being used (e.g., through feedback and/or co-design of materials)?	<ul style="list-style-type: none"> • as a general gender learning outcome (e.g. learners can carry out research with a gender perspective; learners can identify and problematise gender roles, stereotypes and biases in the subject, topic) • as a subject/topic-specific gender learning outcome (e.g. learners can interrogate and understand the impact of gender on a particular topic). <p>[see detailed examples of gender responsive intended learning outcomes relevant for various disciplines in AQU Catalunya (2018).</p>	Pay attention to gender issues related to the topic or profession covered in the teaching and learning materials (including any gender biases or blindness in the research that informs the field - e.g., lack of sex or gender disaggregation of data and analysis of gender differences). Will you need to draw these out further for learners in your facilitation of the course or event?

7 While a course development team will certainly benefit from input from a gender expert, we have developed our matrix with the aim of it being useful for course developers and facilitators regardless of whether they have any pre-existing gender expertise.

The checklist

The second tool we have developed is meant to support a review of an online course in terms of its gender-responsiveness. It is a checklist with a set of questions for each of the seven teaching and learning spaces. The answers are scored either on a scale or as 'yes'/'no' and there is space in the checklist for justification of the scoring and recommendations to the course developers.

The checklist can be used:

- **by learning designers** at the end of the course development process as a sense check that all the minimum aspects provided in the matrix have been addressed
- **by independent evaluators or gender experts**, to assess the extent to which an online course meets the minimum criteria of gender-responsive pedagogy.

We provide the minimum checklist in Appendix C.

Next steps

As next steps, we are planning to review our existing online courses using our framework, matrix, and minimum checklist and update them as necessary to make them fully gender responsive. We will also integrate the use of these resources into the development of future INASP online courses.

In addition, we are hoping that our gender responsive pedagogy guidance for online learning will be useful to a wider community in the capacity strengthening sector. This is why we are sharing our resources as part of this publication. If you find any of our resources useful or if you would like to explore opportunities for us to work together to make online learning more gender responsive, please get in touch: info@inasp.info.

Josiah Ugochukwa
(Nigeria) participating in
an INASP online course.



Case study 1

The impact of gender responsive pedagogy in TESCEA

WRITTEN BY FLORA FABIAN, DEPUTY PROJECT LEAD AND GENDER LEAD FOR THE UNIVERSITY OF DODOMA (UDOM) DURING TESCEA PHASE 1.

In the Transforming Employability for Social Change in East Africa (TESCEA) partnership, we defined gender responsive pedagogy as a teaching and learning style where (1) the learning needs of male and female learners are addressed both inside and outside of the classroom, and (2) teaching staff are gender-aware and gender-responsive in their planning and facilitation of courses, and continuously reflecting and adapting. This dual definition emphasizes the importance of working with teaching staff to increase their gender awareness to empower all their students, both women and men, to actively participate in learning activities.

Building on this definition, we conducted an initial 'training of trainers' workshop for a group of lecturers from each of the four TESCEA partner universities.⁸ The training focused on building gender awareness and a shared understanding of gender responsive pedagogy along with skills in facilitating gender awareness for others. The workshop produced a group of so-called "multipliers"⁹ who were able to scale up the training to colleagues at their institutions and help to embed gender responsive pedagogy considerations into the project's course redesign process (see section 3 in the main publication). The main objective was to support faculty to consider gender responsiveness within their teaching, learning, and assessment activities and to create gender responsive learning spaces. As part of the course redesign process, lecturers incorporated gender responsive pedagogy into their lesson plans, classroom activities, and out-of-class activities such as field work planning and implementation.

"I normally apply gender equity principles in the learning process by providing fairness learning opportunities for both males and females. This kind of learning environment normally encourages both males and female learners to bring out their full learning potentials in all my subjects I facilitate. I am proud to have been trained within the TESCEA project in skills necessary for gender responsive teaching and learning."

Woman lecturer, UDOM

As mentioned in the main body of the publication, in implementing the TESCEA approach to gender responsive pedagogy, we found that some aspects of teaching and learning can be particularly quick areas of change. These include gender sensitive language: at the end of the project 96% of lecturers involved noted that they always or very often 'use gender sensitive language while teaching', compared to 71% at the baseline at the beginning of the project. 80% noted that they always or very often 'guide the use of appropriate gender-responsive language in classroom interactions', compared to 45% at baseline (Dooley et al., 2021). Gender responsive language was not only used by facilitators in classroom interactions but also in case studies, texts, and classroom modelling by using videos or examples that have messages related to gender equality or equity. At the end of TESCEA, 71% of lecturers indicated that they 'very often' or 'always' develop gender-responsive teaching and learning materials, compared to only 27% at baseline.

⁸ The TESCEA partner universities were Mzumbe University (Tanzania), University of Dodoma (Tanzania), Gulu University (Uganda), and Uganda Martyrs University (Uganda)

⁹ See our case study '[The TESCEA approach to multipliers](#)' (Mutonyi & Dryden, 2021) for more information on how we worked with multipliers in TESCEA.

“When I facilitate my class I always engage and use positive language that addresses both male and female learners. Likewise, during class and peer-to-peer discussions I normally take note on how individual learners, both males and females, express themselves verbally and non-verbally amongst themselves. This is meant to empower both themselves (learners) and the people with whom they will be communicating once they graduate. This is because looking at how language is used during the learning process is important for the learners in terms of self-empowerment and when attempting to empower other people when they are out of the university.”

Man lecturer, UDOM

Classroom management is another area of relatively quick change, particularly when it comes to student seating arrangements, gender-inclusiveness when calling out students during question-and-answer sessions, and group formation and interaction. Lecturers encouraged their students to apply a gender lens during group work, including in allocation of tasks such as leadership and presenting back within the group, as well as in the language students use when interacting with each other. At the end of TESCEA, 83% of facilitators applied gender responsive classroom arrangements, a leap up from 33% at the beginning of the project (Dooley et al., 2021).

“I also insist on talking about themselves in a positive way, acknowledging strengths and weaknesses when collectively responding to various class activities. For instance, during presentations or conducting a role play on the topic of that lesson I allow peer to peer criticisms, but it should be given in a constructive way using positive and supporting words, which increase self-awareness, self-confidence and fairness to both female and male learners. In this way female learners would routinely raise their hands, share their opinions and ideas, and volunteer in class activities; as opposed in earlier days when female learners were much quieter and less outspoken while male learners often lead and dominate classroom discussions resulting in unintended gender bias.”

Man lecturer, UDOM

When it comes to the impact of gender responsive pedagogy among students, the TESCEA evaluation found that “an important aspect of enhanced student engagement was also noted through increased gender interaction and awareness raising efforts made by teachers” (Dooley et al., 2021). As the quote from the lecturer above illustrates, confidence was also noted to have improved amongst women students in particular. This is further exemplified by two women students from UDOM:

“I now have a new life experience in academics. As a female student, I did not play any leadership role in my class. I was taught to respect and obey what my teacher taught me whether correct or wrong. I now have learned how to say no, discuss, disagree and to compromise on issues that affect society in general. I think I have gained some form of personal freedom and the willingness to lead.”

“Now I do think and behave differently and this has been noticed by friends, am now confident in my learning and I learn differently and in a positive way.”¹⁰

The impact was not limited to women students, men students also responded positively:

“People are able to express themselves freely without the fear of being judged by what gender they are as we even have every vice guild president as a lady and also women representatives and in addition both genders are represented at every class leadership level.”

Man student, UDOM

10 Both quotes taken from Skovgaard et al., 2021.

Case study 2

Reflections on using the guidance to review an online course

WRITTEN BY AURELIA MUNENE, FOUNDER EIDER AFRICA, EXECUTIVE DIRECTOR ROOTS AND WINGS RESEARCH AND DEVELOPMENT ORGANISATION & AUTHORAID¹¹ STEWARD

What the process of using the checklist was like

My role was to test and review how gender responsive the AuthorAID Academic Writing Skills self-study online course was using the matrix and checklist and to provide recommendations for improvements. I tested and reviewed the course with the matrix first because it had more in-depth information, then proceeded to review with the minimum checklist thereafter.

To begin, I found and examined some self-selected online material on gender and education, gender disparities in online course design and facilitation, and gender disparities in online self-study courses to better comprehend and contextualize the guidance. This enabled me to gain a better understanding of the contents of the matrix and checklist.

Thereafter, I read through the entire guidance, including the checklist, to gain a better conceptual understanding of it. Following that, I went over the Academic Writing Skills self-study course to better comprehend the course aims, learning outcomes, layout, flow, and content.

My review was focused on the evaluation of the self-study course against the seven teaching and learning spaces and the six dimensions of gender – focusing specifically

on questions to reflect on the six dimensions of gender and specific things that designers of online learning can do. Since the course adopted a self-study approach, aspects of interactions (with content, facilitators, and peers) were not included in my review of the course. This included protocols for addressing online harassment or discrimination. I also did not focus on specific things that facilitators of online learning can do.

I reviewed each of the study course sections step by step, concentrating on the seven teaching and learning spaces as applicable for the sections and subsections. The following are the core sections of the course, which are referred to as 'Books'. Book 1: Building your argument; Book 2: Plagiarism and paraphrasing; Book 3: Writing in plain English; Book 4: General tips; External resources and references; Quiz to check your understanding; Feedback survey.

For the checklist, I rated the teaching and learning spaces using the guiding questions that required me to rate whether a feature had been addressed in one of three ways: i) not at all, ii) to some extent, or iii) to a considerable extent, and then provide a reason for my response.

Personal learning from using the checklist

I was interested in evaluating the guidance and the checklist because I work as a gender and social inclusion specialist and had not before examined any education-related work or project from a gender viewpoint. Because of this, I was both excited and nervous. I was looking forward to both learning and sharing. I expected the instructions and checklist to be more general in nature, but I was pleasantly pleased by the depth of detail supplied. The seven teaching and learning

spaces, for example, gave a thorough analysis of the various parts that go into the teaching and learning cycle, providing a clear guide for reviewing a course. The review would not have been as thorough if this breakdown had not been included.

Another component of the guidance that I found beneficial and learned from was the six dimensions of gender, which identified some of the core drivers of

11 [AuthorAID](#) is a global learning and knowledge sharing community supporting researchers in low- and middle-income countries to master skills, develop networks, build confidence and navigate their careers. The AuthorAID network is run by INASP and generously supported by Sida.

gender inequity and, if addressed, can lead to gender responsive pedagogy. I also thought it was crucial that the guidance fleshed out the various components of the seven teaching and learning spaces and produced

questions linked to the six dimensions for course designers and facilitators. This degree of information was necessary since it enables the guidance to be used by those who do not have a background in gender.

Following this review, I was able to practically apply the guidance and checklist to the various components of the course. I have subsequently been able to apply some of the skills and recommendations to the webinars I facilitate in my organisation and to guide other facilitators to remain sensitive to gender dynamics as they design and deliver webinars. I learned the teaching and learning cycle in greater depth than I had previously and identified the

diverse gender dynamics that develop and need to be addressed at various phases.

This was an intriguing component that I discovered when reviewing the Academic Writing Skills online course. Applying the guidance and checklist to an existing course necessitated my paying close attention to detail and attempting to understand what the course creator intended, including keeping their vision and then ensuring the course is more gender responsive in the future.

I learned from making recommendations, which was useful because simply recognizing the gaps may not have been sufficient for the course designer. By making recommendations, I was able to concretely apply the learning I had acquired from the guidance and checklist to practically guide the course designer.

Summary of my recommendations for how the Academic Writing Skills self-study course could be made more gender responsive

I have summarized my recommendations for the course I reviewed based on the relevant teaching and learning spaces and the six dimensions of gender below. These recommendations are likely to be relevant more generally for other courses as well.

- **Teaching & learning methods and activities:** select diverse topics/disciplines as examples, as well as diverse authors (women and underrepresented authors).
- **Teaching & learning materials and resources:** Consider having diverse presenters in videos. Resource materials should be drawn from a blend of authors in terms of gender, geography, and discipline. Provide resources with gender specific examples or those that raise awareness about the gender differences and biases in scholarly writing or academia and how to address these differences.

- **Interactions:** *No recommendations made as the course reviewed was a self-study course.*
- **Virtual learning space(s) set up and management:** Ensure that the information provided at the beginning of the course welcomes different types of participants, explains how gender and learning differences have been addressed in the course, and what support is available for different learners.
- **Language:** Include pronouns as applicable and maintain a non-biased language.
- **Learning spaces and wider context:** Include the course time commitment and internet usage.
- **Assessment:** Include a question on how gender inclusive the course was. Include some open-ended questions to get nuanced responses that you can analyse across gender, disability, geographies and discipline.

REFERENCES

- Aljaraideh, Y., & Al Bataineh, K. (2019). Jordanian Students' Barriers of Utilizing Online Learning: A Survey Study. *International Education Studies*, 12, 99. <https://doi.org/10.5539/ies.v12n5p99>
- Bello, A., Blowers, T., Schneegans, S., & Straza, T. (2021). To be smart, the digital revolution will need to be inclusive. In *UNESCO Science Report*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000375429>
- Bert, A. (2018, October 1). 3 reasons gender diversity is crucial to science. *Elsevier Connect*. <https://www.elsevier.com/connect/3-reasons-gender-diversity-is-crucial-to-science>
- Bothwell, E., Deraze, E., Félix Roser Chinchilla, J., Galán-Muros, V., Gallegos, G., & Mutize, T. (2022). *Gender Equality: How Global Universities are Performing—Part 2*. THE and IESALC-UNESCO. https://www.timeshighereducation.com/sites/default/files/the_unesco_gender_equality_report_part_2.pdf
- Boyte-Eckis, L., Minadeo, D. F., Bailey, S. S., & Bailey, W. C. (2018). Age, Gender, and Race as Predictors of Opting for a Midterm Retest: A Statistical Analysis of Online Economics Students. *Journal of Business Diversity*, 18(1), Article 1. <https://doi.org/10.33423/jbd.v18i1.515>
- Cai, Z., Fan, X., & Du, J. (2017). Gender and attitudes toward technology use: A meta-analysis. *Computers & Education*, 105, 1–13. <https://doi.org/10.1016/j.compedu.2016.11.003>
- Chapin, J., & Warne, V. (2020). *Gender Responsive Pedagogy in Higher Education: A framework*. INASP. <https://www.inasp.info/publications/gender-responsive-pedagogy-higher-education>
- Criado-Perez, C. (2019). *Invisible women: Exposing data bias in a world designed for men*. Chatto & Windus.
- Cuadrado-García, M., Ruiz-Molina, M.-E., & Montoro-Pons, J. D. (2010). Are there gender differences in e-learning use and assessment? Evidence from an interuniversity online project in Europe. *Procedia - Social and Behavioral Sciences*, 2(2), 367–371. <https://doi.org/10.1016/j.sbspro.2010.03.027>
- Dhar, D. (2020, January 14). Women's unpaid care work has been unmeasured and undervalued for too long. *King's College London*. <https://www.kcl.ac.uk/news/womens-unpaid-care-work-has-been-unmeasured-and-undervalued-for-too-long>
- Dooley, G., Luswata, A., Malagala, A., Milanzi, M., Ngowi, E., Nzegwu, F., Otieno, A. P., & Sikalieh, D. (2021). *Transforming Employability for Social Change in East Africa: An Evaluation*. INASP. <https://www.inasp.info/publications/transforming-employability-social-change-east-africa-evaluation>
- Doroba, H., Muhwezi, M., & Modungwa, B. (2015). *Tackling Gender inequality in Higher Education Institutions in Africa: From Affirmative Action to Holistic Approaches* (African Higher Education Summit, Dakar, Senegal, 2015) [Policy Brief]. Forum for African Women Educationalists (FAWE) and Association for the Development of Education in Africa (ADEA). http://www.adeanet.org/en/system/files/resources/policy_brief_gender_en.pdf
- Frei, S., & Leowinata, S. (2014). *Gender Mainstreaming Toolkit for Teachers and Teacher Educators*. Commonwealth of Learning (COL). <http://oasis.col.org/handle/11599/566>
- IFC. (2022). *Women and Online Learning in Emerging Markets*. International Finance Corporation. https://www.ifc.org/wps/wcm/connect/b6a2e805-3c88-4145-bee7-14824ded31c8/Report_Women+and+Online+Learning+in+Emerging+Markets.pdf?MOD=AJPERES&CVID=o7uQanh
- King, M., Pegrum, M., & Forsey, M. (2018). MOOCs and OER in the Global South: Problems and potential. *The International Review of Research in Open and Distributed Learning*, 19. <https://doi.org/10.19173/irrodl.v19i5.3742>
- Laufer, M., Leiser, A., Deacon, B., Perrin de Brichambaut, P., Fecher, B., Kobsda, C., & Hesse, F. (2021). Digital higher education: A divider or bridge builder? Leadership perspectives on edtech in a COVID-19 reality. *International Journal of Educational Technology in Higher Education*, 18(1), 51. <https://doi.org/10.1186/s41239-021-00287-6>

- Liyanagunawardena, T.R. (2012). *Information Communication Technologies and Distance Education in Sri Lanka: A case study of two universities*, PhD Thesis, School of Systems Engineering, University of Reading, Reading, UK. https://www.academia.edu/3529408/Liyanagunawardena_T_R_2012_Information_Communication_Technologies_and_Distance_Education_in_Sri_Lanka_A_case_study_of_two_universities_PhD_Thesis_School_of_Systems_Engineering_University_of_Reading_Reading_UK
- McSporran, M., & Young, S. (2001). Does gender matter in online learning? *Research in Learning Technology*, 9(2), Article 2. <https://doi.org/10.3402/rlt.v9i2.12024>
- Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., & Washika, R. (2005). *Gender Responsive Pedagogy (GRP): A Teacher's Handbook*. Forum for African Women Educationalists (FAWE). <https://www.wikigender.org/wp-content/uploads/2015/08/GRP-Booklet.pdf>
- Morley, L. (2005). Gender equity in Commonwealth higher education. *Women's Studies International Forum*, 28(2-3), 209-221. <https://doi.org/10.1016/j.wsif.2005.04.008>
- Mott, H. (2022). *Gender Equality in Higher Education: Maximising Impact*. British Council. <https://www.britishcouncil.org/gender-equality-higher-education-report-and-executive-summary>
- Mukhwana, A. M., Abuya, T., Matanda, D., Omumbo, J., & Mabuka, J. (2020). *Factors which Contribute to or Inhibit Women in Science, Technology, Engineering, and Mathematics in Africa*. The African Academy of Sciences. https://www.aasciences.africa/sites/default/files/Publications/Women%20in%20STEM%20Report_Final.pdf
- Nistor, N. (2013). Stability of attitudes and participation in online university courses: Gender and location effects. *Computers & Education*, 68, 284-292. <https://doi.org/10.1016/j.compedu.2013.05.016>
- Noroozi, O., Banihashem, S. K., Taghizadeh Kerman, N., Parvaneh Akhteh Khaneh, M., Babayi, M., Ashrafi, H., & Biemans, H. J. A. (n.d.). Gender differences in students' argumentative essay writing, peer review performance and uptake in online learning environments. *Interactive Learning Environments*, 1-15. <https://doi.org/10.1080/10494820.2022.2034887>
- Omingo, M., Dennis, A., & Skovgaard, M. (2021). *Course Redesign: Facilitator Resource Pack*. INASP on behalf of the TESCEA partnership. <https://www.transformhe.org/transformative-learning>
- Perryman, L.-A., & Arcos, B. (2016). Women's empowerment through openness: OER, OEP and the Sustainable Development Goals. *Open Praxis*, 8. <https://doi.org/10.5944/openpraxis.8.2.289>
- Skovgaard, M., Chapin, J., & Fabian, F. (2021). *Gender-responsive teaching improves learning outcomes for both women and men* (TESCEA Learning Brief). INASP on behalf of the TESCEA partnership. <https://www.inasp.info/publications/gender-responsive-teaching-improves-learning-outcomes-both-women-and-men>
- UNDP. (2023). 2023 Gender Social Norms Index (GSNI): Breaking down gender biases: Shifting social norms towards gender equality. In *Human Development Reports*. UNDP (United Nations Development Programme). <https://hdr.undp.org/content/2023-gender-social-norms-index-gsni>
- UNESCO. (2022). *Global Education Monitoring Report—Gender Report: Deepening the debate on those still left behind* (Global Education Monitoring Report). UNESCO. <https://www.unesco.org/gem-report/en/2022-gender-report>
- Wild, J., & Nzegwu, F. (2023). *Digital Technology in Capacity Development: Enabling Learning and Supporting Change*. African Minds. <https://doi.org/10.47622/9781928502708>
- World Economic Forum. (2023). *Global Gender Gap Report 2023* [Insight Report]. World Economic Forum. <https://www.weforum.org/reports/global-gender-gap-report-2023/>
- Yu, Z. (2021). The effects of gender, educational level, and personality on online learning outcomes during the COVID-19 pandemic. *International Journal of Educational Technology in Higher Education*, 18(1), 14. <https://doi.org/10.1186/s41239-021-00252-3>

APPENDIX A: GLOSSARY OF KEY GENDER RELATED TERMS

Unless specified otherwise, the definitions for the terms below have been reproduced from INASP's [Gender mainstreaming in higher education toolkit](#) (Gollifer & Gorman, 2018)

<p>SEX Refers to biological and anatomical characteristics, which can be defined as female, male or intersex.</p>	<p>GENDER Refers to the socially constructed roles, activities, attitudes, feelings and behaviours that a given society considers appropriate for women and men.</p>
<p>GENDER EQUALITY Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests of both women and men and girls and boys are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not only a women's issues but should concern and fully engage men as well.</p>	<p>GENDER EQUITY Refers to fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. A gender equity goal often requires built-in measures to compensate for the historical and social disadvantages of women.</p>
<p>GENDER BIAS Refers to the unfair difference in treatment of women, girls, men and boys because of prejudiced actions or thoughts related to their gender.</p> <p>Bias can be either conscious or unconscious/implicit ("a negative attitude, of which one is not consciously aware, against a specific social group" ¹²).</p>	<p>INTERNALISED GENDER BIAS Refers to when a person believes that the stereotypes they encounter about their own gender is true.</p>
<p>EMPOWERMENT A process that enables people to gain control over their lives. It involves awareness raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. No one can empower another: only the individual can empower herself or himself to make choices or speak out. However, institutions can support processes that can nurture self-empowerment of individuals or groups.</p>	<p>GENDER RESPONSIVE Usually used to describe approaches or processes: for example gender responsive budgeting, programming or pedagogy. An approach or process that is gender responsive is one that not only recognises women and men's different roles and needs; it considers gender norms, roles and inequality with measures taken to actively reduce their harmful effects.</p>
<p>INTERSECTIONALITY Refers to the interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.¹³ "Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc."¹⁴ The term was first coined by Professor Kimberlé Crenshaw in 1989.</p>	

—

12 <https://www.apa.org/topics/implicit-bias>

13 Oxford English Dictionary.

14 <https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>

Matrix for what designers and facilitators can do to make online learning gender responsive

The matrix below has been adapted specifically for online learning from our original classroom-based resource 'Gender responsive pedagogy – what facilitators of learning can do' (Omingo et al., 2021). It covers a range of areas related to design and facilitation. It is not expected that all examples included in the matrix will be of equal relevance to all online events or courses. Each designer and facilitator will know best which parts will be most relevant to the context of their event or course.

We have drawn on several toolkits to inform the development of our original classroom-based resource and thus also this matrix. Details of these are included at the end of the appendix.

Teaching and learning methods and activities

<p><i>Questions to reflect on related to the 6 dimensions of gender</i></p>	<p><i>Specific things that designers of online learning can do</i></p>		<p><i>Specific things that facilitators of online learning can do</i></p>
<p>How will the teaching and learning methods and activities used enable equitable participation by both women and men learners (for example through the gender composition of any group work)?</p>	<p>Understand the learning preferences of your learners by collecting feedback on your courses and disaggregating data by gender.</p> <p>Use a variety of teaching & learning methods and activities to take into account different learning preferences among learners.</p>	<p>Develop activities to support learners in recognising and identifying gender stereotypes, gender bias, lack of/under representation etc. (e.g. analysis of relevant news articles or teaching and learning materials).</p> <p>Give assignments that require your learners to think about the gender dimensions of the subject/topic.</p>	<p>Support learners in identifying, recognising and critically reflecting on any gender stereotypes or bias they may express during the course or event – including reflecting on how those stereotypes or biases influence their own problem-solving, decision-making, responses etc.</p>
<p>How will the teaching and learning methods and activities used empower both women and men learners in relation to the topic/profession?</p>	<p>Make sure that your teaching and learning strategies (e.g. group work and discussions) enable equal participation of both women and men learners (e.g. in the composition of groups, roles assigned to women and men learners; consider online resources that allow effective group work and interaction).</p> <p>Develop and use case studies, learning activities, examples and content that is relevant, meaningful and personalised to both women and men learners.</p>	<p>Design activities and questions that elicit your learners' pre-existing beliefs (e.g., gender stereotypes, or unconscious biases they may hold) and then get them to consider how those beliefs influence/d their own problem-solving, decision-making, responses etc.</p> <p>Introduce learners to the gender dimensions of the presented content.</p>	<p>Consider any global, national or local gender inequalities that might impact the subject or topic of the course or event. Will these need to be factored into how you facilitate the course or event?</p>
<p>Are there mechanisms in place to enable women and men learners to influence the teaching and learning methods and activities being used (e.g. through feedback and/or co-design of activities)?</p>	<p>Invite equal numbers of women and men guest contributors (experts and/or appropriate role models) to input to the learning content (e.g., as live or pre-recorded video speakers).</p> <p>Ensure that activities take gender into account/apply a gender lens/challenge gender stereotypes (e.g. include female and male styles in discussions on leadership, the topic's differential impacts on women and men, cases where women or men do things that contradict gender stereotypes etc.).</p>	<p>Build in sufficient time for any plenary discussions and Q&A sessions to allow quieter, more introverted learners to process their thoughts and build the confidence to contribute.</p> <p>Consider inviting a visiting speaker renowned for her/his gender-sensitive approach to bring a gender perspective that might be lacking in the learning content.</p>	<p>Consider how gender issues related to the subject or topic might play out in the online course or event. Will these need to be factored into how you facilitate the course or event?</p>

Teaching and learning materials

<p><i>Questions to reflect on related to the 6 dimensions of gender</i></p>	<p><i>Specific things that designers of online learning can do</i></p>	<p><i>Specific things that facilitators of online learning can do</i></p>
<p>Are there any gender stereotypes or biases in the teaching and learning materials? If so, how will these either be transformed or actively addressed during the event or course?</p>	<p>Develop and use learning materials that depict both women and men performing the same activities and roles.</p> <p>Whenever possible, use gender-equitable research when presenting content (is all data or information used sex- or gender-disaggregated? Are sex or gender differences analysed and addressed in the research examples? Is there any effort to create awareness based on the data presented, for example, regarding gendered divisions of labour?)</p>	<p>If the teaching and learning materials contain any gender stereotypes or biases, support learners in identifying, recognising and critically reflect on these.</p>
<p>Are women and men represented in roughly equal numbers in the teaching and learning materials (e.g., as authors in references being used, in the makeup of presenters/speakers)?</p>	<p>Use or design images and cases that reinforce attitudes and beliefs that women and men are equal (e.g., by portraying women in lead roles and men as helpers).</p> <p>Consider what gender biases and assumptions around gender (including any gender blindness) exist in the research that informs the subject or topic (e.g., is research data sex or gender disaggregated and are gender differences analysed and addressed)? Do you need to address how learners conduct gender-responsive research as part of your event or course?</p>	<p>Pay attention to any global, national or local gender inequalities covered in the teaching and learning materials. Will you need to draw these out further for learners in your facilitation of the course or event?</p>
<p>Are women and men represented equitably in the teaching and learning materials (e.g., in terms of the roles that they are performing)?</p>	<p>Review existing teaching and learning materials using a gender lens: How many times do women/men appear in the material? What roles are they playing? Are both women and men engaged in doing, not just watching, or assisting?</p> <p>Pay attention to the “hidden curriculum” (exclusion of particular content) that might reinforce stereotypes about gender, ethnicity, race, class and power relations. [for an explanation of the “hidden curriculum” see, (Chapin, 2021)].</p>	<p>Pay attention to gender issues related to the topic or profession covered in the teaching and learning materials (including any gender biases or blindness in the research that informs the field - e.g., lack of sex or gender disaggregation of data and analysis of gender differences). Will you need to draw these out further for learners in your facilitation of the course or event?</p>
<p>Do the teaching and learning materials cover gender dimensions of the subject/topic of the event or course?</p>	<p>Consider whether gender should be incorporated into the learning outcomes for your course; this can either be:</p> <ul style="list-style-type: none"> • as a general gender learning outcome (e.g. learners can carry out research with a gender perspective; learners can identify and problematise gender roles, stereotypes and biases in the subject, topic) • as a subject/topic-specific gender learning outcome (e.g. learners can interrogate and understand the impact of gender on a particular topic). <p>[See detailed examples of gender responsive intended learning outcomes relevant for various disciplines in AQU Catalunya (2018).</p>	
<p>Are there mechanisms in place to enable women and men learners to influence the teaching and learning materials being used (e.g., through feedback and/or co-design of materials)?</p>		

Virtual learning space(s) management and set up

<p><i>Questions to reflect on related to the 6 dimensions of gender</i></p>	<p><i>Specific things that designers of online learning can do</i></p>		<p><i>Specific things that facilitators of online learning can do</i></p>
<p>Are there mechanisms in place to understand potential access barriers to the learning space for both women and men and ways to mitigate these?</p>	<p>Take time to understand the characteristics of your women and men learners including digital literacy, learning habits, and expectations. Watch out for specific needs of learners and address them within the learning space set up and management.</p>	<p>Ensure that there are ways for facilitators and learners to become familiar with and confident in using the digital tools and platforms used (e.g., by including an introduction video at the start and/or pointing to user guides).</p>	<p>Take time to understand the cohort you are going to support including their personality traits, learning abilities, and aspirations (even if only at a general level).</p> <p>Ensure you are familiar with the protocol for dealing with harassment or discrimination during the course or event (see opposite column).</p>
<p>Might gender stereotypes or (internalised) bias (e.g., related to women's competence in tech) influence women's and men's familiarity and confidence with using the learning space/digital platform/s? If so, how will this be addressed?</p>	<p>Consider and take into account learners' professional and family/household responsibilities – including how these may differ between women and men – when scheduling the online course or event and setting deadlines for completion of assignments.</p>	<p>As part of your course or event induction consider explaining to your facilitators and learners how gender will be considered and addressed during the course or event.</p>	<p>Ensure you are familiar with the ground rules for the online course or event (see opposite column) and actively champion these in your facilitation.</p> <p>Consider assigning the role of gender “monitor” or “champion” to one member of the facilitation team to keep an extra eye on adherence to the ground rules for the course or event (see opposite column).</p>
<p>Is there a protocol in place for dealing with online harassment or discrimination during the course or event?</p>	<p>Ensure there is an appropriate protocol in place for dealing with harassment or discrimination during the course or event.</p>	<p>Ensure you systematically collect and analyse gender-disaggregated information on participation and completion of your online course or event.</p>	<p>Actively encourage equal participation and involvement of both women and men learners during the course or event (e.g., in discussions)</p> <p>Ensure equal participation by women and men learners in activities such as delivering presentations (not simply preparing slides and/or taking notes)</p>
<p>Are there mechanisms in place to enable women and men learners to influence the virtual learning space being used and its management and set up (e.g., through feedback and/or co-design of the learning space)?</p>	<p>Develop ground rules for the course or event (in collaboration with your facilitators and learners if possible) to ensure that gender needs, participation, respect etc. are championed within the learning space.</p>	<p>As part of your evaluation of the online course or event, consider posing questions to the learners on the extent to which the course or event is gender-sensitive and/or to what extent the facilitators are gender-sensitive in their facilitation.</p>	<p>If managing feedback in plenary, invite a woman learner to contribute their ideas first (this has proven to encourage more women learners to participate)</p> <p>Ensure that gender aspects of the online course or event are looked at as part of any facilitator debrief or evaluation.</p>

Interactions (with content, facilitators and peers)

<p><i>Questions to reflect on related to the 6 dimensions of gender</i></p>	<p><i>Specific things that designers of online learning can do</i></p>	<p><i>Specific things that facilitators of online learning can do</i></p>
<p>How will the teaching and learning methods and activities used enable women and men learners to interact equitably with each other and with the facilitators (for example through the roles that women and men will take on in groups, including leadership and note taking)?</p>	<p>Reflect on whether the demographics of your course or event are representative of the subject and field. If not, what might be the reason and what can you do to mitigate this (could it for example be related to the language you use when advertising your course)?</p>	<p>Create a safe environment for learners and facilitators to jointly examine and reflect on the gender biases we all hold without shaming or judgement (e.g. start by sharing examples of any biases you might hold yourself or have held in the past).</p> <p>Cultivate a friendly, open and approachable persona so both women and men learners feel comfortable seeking assistance or guidance from you</p> <p>Respectfully challenge negative gender-based behaviour by learners, for example, teasing, abusive language, stereotyping etc.</p>
<p>Are women and men represented as equally as possible in interactions during the event or the course (e.g. in the make-up of peer groups and the facilitation team)?</p>	<p>Ensure that the facilitation team for your course or event will consist of both women and men.</p>	<p>Ensure you take any comments about harassment or discrimination from learners seriously and sensitively.</p> <p>Follow the protocol set out.</p> <p>Encourage and be willing to receive feedback from your learners to improve your facilitation technique.</p>
<p>Are there procedures in place for addressing any gender stereotypes or biases expressed by participants or facilitators during the event or course?</p>	<p>Ensure that the facilitation team is familiar with the ground rules for the course or event and will actively champion respect and equitable participation by women and men learners.</p> <p>Prepare facilitation guidance to support gender responsive interactions on the online course.</p>	<p>Exercise active listening skills and allow learners enough time to answer or ask questions and do not interrupt them mid-way.</p> <p>Note which learners are making important points in discussions/group work and ensure she or he is credited for the point being made.</p> <p>Plan, in advance, to ask substantive questions to both women and men learners equally</p>
		<p>Use facilitation techniques to support your learners in recognising and identifying gender stereotypes and/or biases (e.g. how would the priorities and/or motivations differ if the person in question was a woman or a man?)</p> <p>Encourage and provide positive feedback to women and men learners, including when they demonstrate positive behaviours that are not always associated with their gender (e.g. a woman learner being assertive or a man learner being nurturing)</p>

Language

<p><i>Questions to reflect on related to the 6 dimensions of gender</i></p>	<p><i>Specific things that designers of online learning can do</i></p>	<p><i>Specific things that facilitators of online learning can do</i></p>
<p>Is the language used in the teaching and learning materials free from gender stereotypes or bias?</p>	<p>Pay attention to language used to describe the course or event and how this might encourage/discourage a particular gender from participating (e.g., findings show that women are more likely to choose STEM courses related to society and the environment, such as medical sciences).</p>	<p>Agree at the beginning of the course or event (e.g., as part of the ground rules) that together you will respectfully challenge any gender-biased language.</p>
<p>Does the language used in the teaching and learning materials reflect gender representation (e.g., are names and pronouns for both women and men being used, are gender-inclusive terms being used)?</p>	<p>Use encouraging and inclusive language in the teaching and learning materials e.g., avoid using gender-specific pronouns unless for a specific purpose (see below).</p> <p>Use gender-inclusive terms in the teaching and learning materials such as “firefighter” instead of “fireman” or “flight attendant” rather than “airline hostess”. However, be mindful that some seemingly gender-neutral terms when used generically might already have a strong societal association with a particular gender (e.g. ‘researcher’ with man or ‘nurse’ with woman) – in such cases it might be helpful to use both gender pronouns to refer back to the term rather than a neutral gender pronoun such as ‘they’ (e.g. use she/he when referring to a ‘researcher’ and he/she when referring to a ‘nurse’).</p>	<p>Use encouraging and inclusive language in your interactions with the learners, e.g., avoid using gender-specific pronouns unless for a specific purpose (see below).</p> <p>Use gender-inclusive terms such as “firefighter” instead of “fireman” or “flight attendant” rather than “airline hostess”. However, be mindful that some seemingly gender-neutral terms when used generically might already have a strong societal association with a particular gender (e.g. ‘researcher’ with man or ‘nurse’ with woman) – in such cases it might be helpful to use both gender pronouns to refer back to the term rather than a neutral gender pronoun such as ‘they’ (e.g. use she/he when referring to a ‘researcher’ and he/she when referring to a ‘nurse’).</p>
<p>Are there procedures in place for addressing any gender stereotypes or biases expressed by participants or facilitators during the event or course?</p>	<p>Phrase questions in the teaching and learning materials to reflect gender representation – use names of both women and men, use both women and men characters.</p>	<p>Be mindful of non-verbal communication (e.g., rolling of eyes, shaking head, frowning) and how this might be interpreted by women and men learners.</p>
<p>Will the language used to promote the course or event encourage both women and men to participate?</p>	<p>Be mindful of non-verbal communication in the teaching and learning materials (e.g., in videos used) and how it might be interpreted by women and men learners.</p>	<p>Respectfully challenge any gender-biased language used by learners or fellow facilitators – and support them to reflect on how those biases influence their own problem-solving, decision-making, responses etc.</p>

Learning spaces and wider context

<p><i>Questions to reflect on related to the 6 dimensions of gender</i></p>	<p><i>Specific things that designers of online learning can do</i></p>	<p><i>Specific things that facilitators of online learning can do</i></p>
<p>How might women and men learners be influenced by societal gender stereotypes and biases (both generally and in relation to the specific topic/profession)? How might these impact on their participation in the event or course?</p>	<p>Consider gender needs during online interactions in synchronous and asynchronous activities (what time is best for women and men e.g., morning/afternoon/evening; what motivates women and men to enrol in the event or course e.g., is it mainly synchronous or asynchronous activities?)</p> <p>Consider the wider professional and family/household responsibilities of your facilitators and learners – and how these may differ between women and men. How might this affect your facilitators' and learners' ability to facilitate/participate in the online event or course and how can you respond to this?</p> <p>Consider whether women and men facilitators and learners will have equitable access to and familiarity with any equipment and software that will be needed for participating in the online course or event – do you need to make additional provisions for specific types of learners to be able to participate (e.g., provide data bundles, tutorials on the platforms used, enable captioning etc.)</p> <p>Contemplate how your facilitators and learners might encounter gender issues in the course of their professional work. How can you encourage them to be sensitive to different needs that women and men might have as their customers/patients/pupils or users of products?</p>	<p>Consider any gender stereotypes connected to the subject/topic of your online course or event.</p> <ul style="list-style-type: none"> • How might your women and men learners be affected by gender inequalities related to the subject or topic? • How can you encourage them to be sensitive to different needs that women and men might have as their customers/patients/pupils or users of products? • How can you enable your learners to become gender champions in their field?

Assessment

<p><i>Questions to reflect on related to the 6 dimensions of gender</i></p>	<p><i>Specific things that designers of online learning can do</i></p>	<p><i>Specific things that facilitators of online learning can do</i></p>
<p>How will the assessment methodologies and activities used enable equitable participation by both women and men learners (e.g., by catering to different preferences for assessment methods, ensuring that the timing of assessment activities is considerate of other responsibilities your women and men learners may have – including wider professional and family/household responsibilities).</p>	<p>Consider whether your women and men learners might have different preferences for types of assessment methods when developing these.</p>	<p>Use gender-responsive language when providing learners with feedback on assessment activities (see language).</p>
<p>Do the assessment materials contain any gender stereotypes or bias? If so, how will these be addressed within the assessment activity?</p>	<p>Use or develop a variety of assessment methods to take into account different learning preferences among your learners.</p>	
<p>Are women and men represented in roughly equal numbers in the assessment materials (e.g., in the references being used, in the makeup of characters within the materials)?</p>	<p>Use gender-responsive content, case studies and language in your assessment activities.</p>	<p>Provide learners with feedback on any gender aspects included in the assessment activities.</p>
<p>Are women and men represented equitably in the assessment materials (e.g., in terms of the roles that they are performing)?</p>	<p>Include gender aspects as an assessment criterion for learner assessments (and share this criterion with your facilitators).</p>	
<p>Do the assessment materials cover gender aspects related to the topic of the event or course?</p>	<p>Consider designing a rubric for your assessment activities to ensure that women and men learners are assessed and given feedback based on the same elements of an activity. Share this rubric with facilitators and peers as relevant.</p>	
<p>Are there mechanisms in place to enable women and men learners to influence the assessment methodologies and activities being used (e.g., through feedback and/or co-design of activities)?</p>		<p>Ensure you provide feedback to women and men learners on the same elements of the assessment activities. Use the corresponding assessment rubric if provided.</p>

The following toolkits have been drawn upon to inform this matrix.

AQU Catalunya (2018). General Framework for Incorporating the Gender Perspective in Higher Education Teaching: www.aqu.cat/doc/doc_21331700_1.pdf

- Drawn on in particular for gender in learning outcomes.

Association of African Universities (2006). A Toolkit for Mainstreaming Gender in Higher Education in Africa, Association of African Universities: <https://aau.org/past-projects/mainstreaming-gender-in-higher-education-in-africa/>

- Drawn on in particular for the section on teaching and learning materials.

Frei, S., & Leowinata, S. (2014). Gender Mainstreaming Toolkit for Teachers and Teacher Educators, Commonwealth of Learning: www.ungel.org/sites/default/files/Gender-mainstreaming-toolkit-for-teachers-and-teacher-educators-2014-eng.pdf

- Drawn on in particular for the sections on teaching and learning methods and activities; and teaching and learning materials.

IBE-UNESCO (2017). Training Tools for Curriculum Development: A Resource Pack for Gender-Responsive STEM Education, International Bureau of Education: www.ungel.org/sites/default/files/Resource-Pack-Gender-Responsive-STEM-Education-2017-eng.pdf

- Drawn on in particular for the sections on teaching and learning materials; and language.

Mlamba, P., Dioum, M., Makeye, H., Murage, L., Wagah, M., & Washika, R. (2005). Gender Responsive Pedagogy (GRP): A Teacher's Handbook, Forum for African Women Educationalists: https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teach

- Drawn on in particular for the sections on teaching and learning methods and activities; teaching and learning materials; interactions; virtual learning space(s) set up and management; and language.

Trbovc, J. M., & Hofman, A. (n.d.). Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching, Garcia Working Paper 6, University of Trento: https://eige.europa.eu/sites/default/files/garcia_toolkit_gender_research_teaching.pdf

- Drawn on in particular for the sections on teaching and learning methods and activities; teaching and learning materials; interactions; and assessment.

Additional reference

Chapin, J. (2021, February 15). Untangling the impact of gender in the 'hidden curriculum'. INASP Blog. <https://blog.inasp.info/untangling-the-impact-of-gender-in-the-hidden-curriculum/>

APPENDIX C: MINIMUM CHECKLIST TO SUPPORT THE PROCESS OF GENDER RESPONSIVE DESIGN AND REVIEW

Minimum checklist

		INDICATE YOUR CHOICE		JUSTIFICATION FOR YOUR ANSWER AND RECOMMENDATIONS
<i>Teaching & learning methods and activities</i>	Is a variety of teaching and learning methods and activities being used to take account of different learning preferences among learners?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Have both women and men contributed to the learning content (e.g., as live or pre-recorded video speakers)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Do the teaching and learning activities require learners to engage with or think about the gender dimensions of the subject/topic?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
<i>Teaching and learning materials</i>	Are the teaching and learning materials free of gender stereotypes or bias? If there are any gender stereotypes or bias in the materials, is there a plan in place to either transform or address these within the event or course?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Are women and men represented in roughly equal numbers in the teaching and learning materials (e.g., as authors in references being used, in the makeup of presenters/speakers)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Do the teaching and learning materials cover the gender dimensions of the subject/topic of the event or course?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	

		INDICATE YOUR CHOICE		JUSTIFICATION FOR YOUR ANSWER AND RECOMMENDATIONS
<i>Virtual learning space management and set up</i>	Are there ways for learners to become familiar with and confident in using the digital tools and platforms used (e.g., through an introduction video at the start and/or pointing to user guides)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Is there a protocol in place for dealing with harassment or discrimination during the course or event?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Is gender-disaggregated information systematically being collected and analysed related to participation and completion of the online course or event?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
<i>Interactions (with content, facilitators and peers)</i>	Are women and men represented as equally as possible in interactions during the event or the course (e.g., in the make-up of peer groups and the facilitation team)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Are there procedures in place for addressing any gender stereotypes or biases expressed by participants or facilitators during the event or course (e.g., through ground rules)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Has the facilitation team been made aware of the importance of actively championing respect and equitable participation by women and men learners during the event or course (e.g., through a facilitator briefing or guidelines)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	

		INDICATE YOUR CHOICE		JUSTIFICATION FOR YOUR ANSWER AND RECOMMENDATIONS
<i>Language</i>	Is the language used in the teaching and learning materials free of gender stereotypes or bias?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Does the language used in the teaching and learning materials reflect gender representation (e.g., are names and pronouns for both women and men being used, are gender-inclusive terms being used)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
<i>Learning spaces and wider context</i>	Have the wider professional and family/ household responsibilities of women and men learners been considered – including how this might affect their ability to participate in the online event or course and how this will be responded to?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Have any additional provisions needed for specific types of learners to be able to participate in the online course or event been considered (e.g., provision of data bundles, tutorials on the platforms used, enabled captioning etc.)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
<i>Assessment</i>	Is a variety of assessment methods being used to take account of different learning preferences among learners?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	
	Is the content and language of the assessment activities gender-responsive (e.g., free of gender stereotypes or biases and representative of both women and men)?	<input type="checkbox"/>	Not at all	
		<input type="checkbox"/>	To some extent	
		<input type="checkbox"/>	To large extent	



*Research and knowledge
at the heart of development*

inasp.info