

# Checklist for gender- and diversity conscious didactics

Melanie Ebenfeld

**Goal:** This checklist helps university lecturers teach in such a way that, independently from gender, sexual orientation, age, social background, disability, ethnicity /race, and religion/worldview, all their students receive an equal education as far as it is possible.

This tool is an extension of Dr. Gerrit Kaschuba's checklist for the planning of lectures and classes, which is based on five dimensions of gender-equal didactics.

Sources (in German):

**Kaschuba, Gerrit. 2006:** Geschlechtergerechte Didaktik in der Fort- und Weiterbildung. Eine Handreichung für die Praxis. Ed. by Sozialpädagogischen Fortbildung Jagdschloss Glienicke/Senatsverwaltung für Bildung, Jugend und Sport Berlin, see pp. 16-30.

<http://sfbb.berlin-brandenburg.de/sixcms/media.php/5488/geschlechtergerechte%20didaktik%20in%20fort-%20und%20weiterbildung.pdf> (25.7.2017).

The following questions test to what extent gender and diversity categories are embedded and represented in the following five dimensions: content, teachers, learners, methods, and framework/environment. Whilst these five dimensions play a role in all teaching-learning situations, the list itself is not final and has to be adapted when necessary to each situation. The list can also be used independently from discipline- and subject related content, as well as in different formats such as seminars, conferences, colloquiums. The questions should lead to reflection and give fresh impetus, enabling a critical and constructive analysis of your teaching.

**By using the checklist, you should be able to answer the following questions concerning your work as a teacher:**

- **What am I doing well?**
- **Where does my diversity conscious awareness need improving?**
- **What do I want to change?**

With the help of this checklist, new ideas and impetuses for the organizing and carrying out of lessons can emerge. You will be able to carry out some of these changes yourself; for other aspects – especially the environment/framework dimension – structural changes within the university are necessary. This cannot be done by you alone, but you can initiate a process of reflection and change.



This content is licensed under a [Creative Commons Attribution-Share Alike - 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Dimension	Embedding and representation of individual gender and diversity categories
<b>Content</b>	Are age, disability, ethnicity/race, gender, social background, religion and sexual orientation explicitly mentioned? Are gender and other forms of power structures mentioned? Do the chosen examples represent the diversity of people? Are the texts read in class written by authors who represent the diversity of people? ...
<b>Teachers</b>	As a teacher, is your language and your behavior gender and diversity conscious? Do you reflect your role as a teacher in a gender and diversity conscious way? How do you deal with conflicts? Do you, as a teacher, recognize and broach the issues of power structures and forms of discrimination such as (hetero-)sexism, racism, classism, ableism and ageism? ...
<b>Learners</b>	How diverse is the group in terms of gender, social background, disability, ethnicity/race, sexual orientation, religion and age? Who speaks and in which order? Who receives more or less speaking time? Do the students use gender and diversity conscious language? Do the students reflect their role in terms of age, disability, ethnicity/race, gender, social background, religion and sexual orientation? ...
<b>Methods</b>	Are participative methods used? Are the methods thought provoking? Is self-organized teaching made possible? How accessible are the methods? Are they also usable and accessible for people with disabilities? How divers is the teaching material in relation to age, disability, ethnicity/race, gender, social background, religion and sexual orientation (handouts, leaflets, presentations, etc...)? ...
<b>Framework/ environment</b>	When does the event take place? (Kindergarten opening times, public transport connections)? Who sits where? Who has a lot of space at their disposal, or who takes up lots of space? Can all those present see/hear well, can they be heard/seen well? Are classroom and toilets barrier-free or easily accessible? Are the rooms organized in such a way that everyone feels comfortable? Who receives how much money (hourly pay, salary, and budget)? ...

**To cite this source:** Ebenfeld, Melanie. 2017. Checklist for gender- and diversity conscious didactics. In: Freie Universität Berlin. Toolbox Gender und Diversity in der Lehre. URL: [http://www.genderdiversitylehre.fu-berlin.de/toolbox/\\_content/pdf/methods\\_checklist.pdf](http://www.genderdiversitylehre.fu-berlin.de/toolbox/_content/pdf/methods_checklist.pdf) [last accessed].



This content is licensed under a [Creative Commons Attribution-Share Alike - 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)