



PONTIFICIA
UNIVERSIDAD
CATÓLICA
DE CHILE

Guideline for teaching practices to enhance gender equity

UC TEACHING EXPERIENCES

Pontificia Universidad Católica de Chile.
Office of Gender Equity.
Academic Vice Presidency Office.
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Special thanks to UC professors Margarita Bernales, School of Nursing; Gloria Jiménez, School of Psychology; María Isabel Lara, Pilar Peña and Alfredo Gaete, Villarrica Campus; Alejandra Tapia, Mariel Sáez and María Isabel Cortez, Faculty of Mathematics; Doris Silva, Institute of Music; Paula Salas, School of Art; Lake Sagaris, Department of Transport and Logistics Engineering; Claudia Matus and Soledad González, Faculty of Education, all of whom have shared their gender-sensitive teaching practices to inspire more academics to initiate gender-equitable education.

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PRESENTATION

From the Academic Vice President Office, and through the Office of Gender Equity, we have reinforced the institutional commitment to advance towards the shaping of a more equitable university reality, given our responsibility as The Catholic University to train people under the principles of solidarity, honesty, justice, responsibility and compromise with society. Our aim is to encourage the dialogue and the consideration for each individual, by recognizing the importance of diversity for the construction of a coexistence based on respect and dignity for everyone.

Being conscious of the central and priority role of teaching in our educational project, we are aware of the relevance regarding students' integral development in order to provide a comprehensive educational experience, promoting meaningful learning and successful trajectories.

In this sense, the commitment of the Academic Vice President Office is to contribute towards making visible the importance of integrating gender equity in the University's educational project, its imprint, graduate profile, and pedagogical practices within the teaching community¹, thus strengthening a more equitable, inclusive and diverse culture, aligned with our values and with the challenges we have set ourselves as a university community.

This document is an important contribution to this goal, as it provides concrete suggestions for incorporating gender equity into teaching practice, and presents training experiences within the university in various disciplinary areas that integrate the gender perspective, either transversely or specifically, in the design of course content and methodologies.

We are convinced that this material will make a substantial contribution to inspiring teaching at our university, enabling peer-to-peer dialogue and strengthening gender-sensitive practice that will promote progress towards fairer and more egalitarian societies.

¹ Decree No. 149/2019, available at: <https://equidaddegenero.uc.cl/wp-content/uploads/2020/04/DR-149-2019-Directrices-para-promocin-de-la-mujer-en-la-UC.pdf>

A photograph of a woman with long dark hair and glasses, wearing a light-colored top and a dark skirt, sitting in a chair and speaking to a group of students. The students are seated in rows of chairs, some looking towards her. The scene is set in a classroom or lecture hall. The image has a yellowish tint and is partially obscured by a white curved shape on the right side.

1. INTRODUCTION

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This manual presents pedagogical practices seeking to advance gender equity in university teaching, with the aim of inviting the teaching community to learn about different experiences that promote gender equity in the university, from those that are more cross-cutting in nature to those that incorporate a gender perspective in the design of course content and methodologies.

The documented experiences were gathered through interviews with UC lecturers who shared the didactic resources of their courses. In this way, the systematization of pedagogical practices was an exercise in reconstructing the narrative around three questions: What does it mean to integrate gender equity in the classroom? What learning opportunities does gender-inclusive teaching open for students, and what are the challenges in promoting gender-inclusive teaching at universities? In this way, a dialogue was organized around the teaching practices of UC professors who integrate gender equity in their work.

The teaching practices presented in this guide contribute to building a more equitable, inclusive and diverse UC community that is committed to the transversal challenge of strengthening teaching for gender equity in the three priority areas described in the UC Development Plan (2020-2025): 1) academic development and gender equity; 2) a more diverse and inclusive community; and 3) the public role and commitment to society in educating people to serve the common good.

Finally, the relevance of integrating gender equity in university research and teaching is in line with the commitment to educate people capable of meeting those social and global community challenges we're currently facing and advance in the construction of a society of solidarity, justice, peace, diversity, gender equity and care for the common home (UC Development Plan, 2020-2025).

This document is divided into four sections. The first section presents the meanings of teaching for gender equality in the voices of male and female teachers in the UC community. Then we report practices that integrate gender equity in a transversal way in classroom interactions; and in the third section we present experiences of practices that have included the gender approach in the classroom. The last part systematizes the reflections of some teachers who have begun to teach in a way that is sensitive and critical to the gender inequalities that exist in society.

2. WHAT IS MEANT BY INTEGRATING GENDER EQUITY IN TEACHING?

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Gender-sensitive university teaching promotes social justice, which recognizes the dignity of human life of all people and the value of diversity as a form of wealth, in line with the values of the UC and the Apostolic Constitution Ex Corde Ecclesiae. It is also in line with Education for Social Justice (Hook, 2016), which proposes the need to move towards a pedagogy that develops analytical tools to understand social inequality and its socialization within the educational system, aiming to training people capable of recognizing forms of discrimination and proposing actions and solutions to address them.

From the point of view of the Office of Gender Equality, a central axis is the promotion of gender-equitable education, understood as equal opportunities for men and women, in the imprint, the graduate profile and the pedagogical practices of the university. In this sense, it is necessary to take an epistemological look at curriculum design and teaching practices that denaturalize stereotypical gender attributes, especially those assigned to the feminine and masculine in the disciplines (Maffía, 2006).

TEACHING MEANINGS FOR GENDER EQUITY IN THE VOICES OF FEMALE AND FEMALE TEACHERS IN THE UC COMMUNITY

The following are some of the reflections that emerged during the conversations with the female professors interviewed from different disciplines in the UC university community, who were asked about the meaning of teaching with a gender perspective. We have quoted some fragments of their voices.

The accounts propose a diversity of meanings and ways in which gender-sensitive teaching is expressed in the identity constructions of the Mapuche cosmovision; the commitment to university teaching for social justice; the critical exercise of the status of women in culture; teaching for the wellbeing of communities and the unlearning of gender stereotypes. All these narratives and practices propose a pedagogical sense committed to the integral and inclusive education of the university curriculum.

“My work on gender is to leave the questions open, not the answers, because it is important to ask if the state of art is the same for men and women. In this way, it is possible for students to open up to realities that have not been questioned before.”

PAULA SALAS, ARTIST, AND PROFESSOR OF ART AT THE ARTS SCHOOL.

“I’m interested that in my courses there are no stereotypes about everyone’s ability to learn, and that future teachers are welcoming of their students’ gender expressions, so they realize it’s a right that doesn’t limit learning, but it will if gender identity is repressed.”

PILAR PEÑA, PROFESORA DE DIDÁCTICA DE LAS MATEMÁTICAS DEL CAMPUS VILLARRICA.

“I think gender fosters the chance to discuss how we can have healthier interpersonal relationships in society, not based on violence or unequal distribution of power but on well-being.”

MARGARITA BERNALES, PROFESSOR AT THE NURSING SCHOOL.



3. TEACHING PRACTICES FOR GENDER EQUITY

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From the practices reported by the group of teachers who participated in the interviews, two modes of pedagogical representation incorporating gender are distinguished: transversal practices and practices emerging from the course design. The former promote gender-balanced interactions in the classroom and the latter integrate the gender approach into one or more elements of the curriculum design that problematise the androcentric view of knowledge in the discipline and the limits of theoretical models to explain and transform gender inequalities.

Both practices in teaching contribute to transforming the current gender order to move towards more balanced relationships, free of discrimination, violence and gender bias in the community, especially when the contents and methodologies that teachers develop in their classes allow them to question and modify the hegemonic mandates of masculinity and femininity in the culture (Azúa et al., 2019). The following is a synthesis of the cross-cutting practices and experiences of practices in the design of the course.

MAINSTREAMING PRACTICES FOR GENDER EQUITY

They correspond to practices that incorporate gender equity and promote equitable learning environments in the classroom, using non-sexist language, the selection of women's bibliography and classroom interactions. The following are suggestions made by UC teachers who participated in the second version of the Gender Equity and University Teaching Course (2022), which was designed by the Office of Gender Equity in collaboration with the Center for Teacher Development and the Science 2030 Project.

Use of non-sexist language

- Use of non-sexist language allowing reflection on the biases conveyed by exclusionary usages.

Bibliografía de mujeres y con perspectiva de género

- Incorporates women authors in the program's bibliography to present them as references of knowledge. Authors not only from Europe, but also from Latin America and from different origins to represent the diversity of knowledge, experiences and visions.
- Indicates the contribution of women in the history of the career and the discipline.

- Incorporates the results of research in the different disciplines that demonstrate gender inequity, not only in Europe and North America, but also in Latin America and Chile, highlighting the work of women professors at the university.
- When the bibliographic parity presents an absence of female referents, it promotes critical reflection on this gap within the discipline, considering the areas that have been traditionally feminine or masculine.

Balanced classroom interaction

- Organization of random and mixed working groups to incorporate diversity in interactions and student participation.
- Asks questions directly to women (or the sex that is under-represented) to ensure equal and balanced participation.
- Reverses roles: give leadership roles to women in projects to motivate them in their degree, and care and organizational roles to men to promote new learning situations for them.
- Improves the self-concept of mathematical performance in female student teachers through positive reinforcement of their participation.
- Promotes activities that encourage collaboration instead of competition.

EMERGING PRACTICES FOR GENDER EQUITY

This section presents seven experiences of teaching practices that incorporate the gender perspective from the design of the course or in some of its elements: methodology, contents, or activities. Likewise, experiences were selected from different disciplinary areas, namely: Arts and Humanities; Health; Social Sciences and Education, and STEM.

These practices belong to two general training courses and five specific courses in Arts, Education, Nursing and Engineering. In the latter, the same curricular design is applied in four courses of Transport and Logistics Engineering. The contribution of each pedagogical experience is summarized below.

General Training Courses for Gender Equity

The courses “Women, Music and History” and “Gender Equity and Health: challenges for action” are two experiences of the General Training that we present for the contribution they make in addressing and examining gender issues in depth. Given the characteristics of the training plan, they have the possibility of proposing interdisciplinary subjects that contribute to the degree programs’ graduate profile. In this way, both practices emerge from the design of the course with an explicit gender position in the class program, its foundations, contents, and methodologies due to the modality of this formative instance. The contributions of each experience are outlined as follows:

- “Women, Music and History”, a course taught by professors Doris Silva and Malucha Subiabre, is a two-part teaching practice that raises necessary reflections on the status of women in music. It suggests students to review the alternative history of Western music that asks: Did women have a Renaissance?
- “Gender Equity and Health: Challenges for Action”, a course taught by Professor Margarita Bernales, provides a space for dialogue on the recognition of gender diversity as one of the central elements that impact on people’s health and wellbeing, helping UC students to take an informed stance on gender equity, promote gender-sensitive critical analysis and design interventions that address current issues.

Specific courses for Gender Equity

Also interesting are the practices that emerge from specific courses in which gender as a category of analysis traverses the content and methodology. The experiences of the courses “The World of Visual Arts”, “Social Psychology”, “Assessment of Learning”, “Sustainable Transport Planning”, “Citizenship and City” and “Towards Cycle Inclusive Cities” are presented below:

- “The World of Visual Arts”, taught by Paula Salas, includes a learning unit in the program that develops the status of women and men in visual arts from a gender perspective. It dedicates some classes to problematizing the place of women artists in historiography and their absence in culture’s institutional spaces.
- In the “Social Psychology” course, Professor Gloria Jiménez interweaves the dialogue between the gender perspective and theoretical models of group behavior so that students understand the mechanisms that generate inequality between men and women. In this way, the dialogue enriches the students’ analytical and reflective tools.
- “Learning assessment” is a course taught by Professor Soledad González. The methodology incorporates the criterion of equal representation in the bibliography and in activities to visibilize women’s contribution to the discipline. It also incorporates gender criteria in the preparation and analysis of measurements which promotes a critical analysis of how gender biases affect their construction.
- In the “Developmental Psychology and Philosophy” classes, taught by Professor Alfredo Gaete to pedagogy students at the Villarrica campus, a critical reading of gender socialization in the school context is incorporated, allowing students to understand the transforming role of the school in the production of the gender status that is contributing to social inequality.
- Professor Lake Sagaris’ courses “Sustainable Transport Planning”, “Citizenship and City” and “Towards Cycle Inclusive Cities” are a model experience of gender inclusion in the design of engineering courses. In this way, gender becomes an explicit pedagogical dimension for the content and methodology of the projects’ planning stages.

The experiences documented in this manual share a gender pedagogical position in their practice and only in some of them is this mentioned in the curricular design. The explicit incorporation of gender equity in courses’ planning contributes to professional training, expanding the students’ knowledge horizon whether they can problematize the inequalities naturalized in the gender binarism, male and female.

SCHOOL OF ART PAULA SALAS

VISUAL ARTIST

MASTER'S DEGREE IN ARTISTIC

RESEARCH UNIVERSITY OF AMSTERDAM

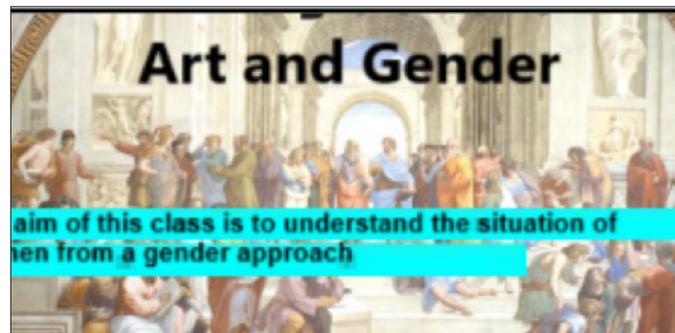
BACHELOR IN ART PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

Where are women in Art?

In the course “The World of Visual Arts”, Professor Paula Salas problematizes the place of women artists in historiography, based on the critical readings of Nochlin (2022) and Arrieta (2021). Her classes question the absence of women in the institutional spaces of culture: “Why are there few women who have won the National Art Prize in Chile? How many women present their works in the National Collections of Museums? What happens in the Museums in the United States? Why is there still no greater participation of women in Arts?”. Salas points out the pedagogical responsibility to make students consider the relationship between art and gender in the figure of the genius in the Arts that has been transmitted in the masculine representation of the artist, ironically, in a degree program in which most of the students are women.

What learning possibilities does gender-sensitive teaching open up?

- Evaluate and reformulate gender inequalities in the field of knowledge.



Questions problematizing the absence of women artists in the art



“I include gender in all my courses, both theoretical and practical, in methodology and contents. In the course The World of Visual Arts, I added a class on Art and Gender so that students can visibilize the historical and current gender differences between women and men.”

Professor Salas suggests the need to incorporate women in the arts and art theory as models for the students. Besides, she provides some critical routes on how to advance towards equity in the arts, implying strengthening teaching to produce disciplinary knowledge of women, something which was not present in previous versions of “The World of Visual Arts” course..



Class activities intend to analyze the role of women in the arts with the debate “The truth about Gender and Art”, organized around the logic of the game Scruples. By means of a series of statements on art and gender, students argue their position to reach a consensus with the group on whether it corresponds to an “Absolute truth”, “Half-truth”, “Absolute lie” or “Half-lie”. The sequence of statements is presented as follows:

Statements from the game “The Truth about Gender and Art”

1. “If women had been given access to the same artistic training as men, we would have as many outstanding women as men in the history of art”.
2. “Art made by women is different from that made by men because it has an inescapable feminine character”.
3. “The tradition of the visual arts is essentially patriarchal and sexist since it is impossible to achieve Gender Equity.”
4. “Women have always been part of art, whether as creators, collectors or researchers, but they have been left out of the official narrative of art history”.
5. “Gender differences will always exist in art as women and men are biologically distinct so everything in their lives has to be different.”
6. “There are few recognized women artists because there are few women curators, academics, journalists and cultural critics who have stood out.”.
7. “Women’s strength is their empathy, while men stand out because of their rationality and creativity.”
8. “Artistic success demands personal sacrifices that only a few women are willing to make.”

Course Bibliography:

Arrieta, P. (2021). Si muere Duchamp. Tiempo Robado Editoras²

Nochlin, L. (1971). ¿Por qué no ha habido grandes mujeres artistas? Mujeres, arte y poder y otros ensayos. Ediciones Paidós.³

² If Duchamp Dies

³ Nochlin, L. (1971). Why Have There Been No Great Women Artists? ARTnews



SCHOOL OF MUSIC
DORIS SILVA
 OPERA SINGER
 MASTER IN DE MUZIEK, MASTER OF ARTS
 MALUCHA SUBIABRE, MUSICOLOGIST
 MASTER OF ARTS IN MUSICOLOGY

Did women have a Renaissance?

Women, Music, and History is a General Education course aimed at proposing an alternative revision of the history of Western concert music from a feminist critique of music, focusing on the roles of women as composers, performers, patrons, and music managers. This course contributes to expand the reading of the canonical role of the great composers by showing the different roles that women have developed in music, their positions and struggles according to a given sociocultural context. It also enables students to discuss the current debate on gender inequality within the discipline and Chilean society.

What learning possibilities does gender-sensitive teaching open up?

- They visibilize women in the history of music through the traces of their participation undocumented in the classical repertoire.

Questions problematizing the representation of women in music canon formation.

Why are women underrepresented or not represented at all in music history books?

Why is so little women's repertoire performed in the concert seasons of major theaters and concert halls?

Why is music composed by women so marginal to the standard "classical" repertoire?

CANON
and its creation

- They analyze the formation of the Western music canon from the feminist critique through musical discourses that may reaffirm gender stereotypes. For instance, "there are sound discourses generated beyond the lyrics and we could explore how they influence the audience".

“What is interesting from the point of view of feminist theory is not if sonatas do or don’t adjust to the scheme of a masculine first theme and a feminine second theme, but to see how gender representations have been decisive in conceiving a musical form.”

PILAR RAMOS IN FEMINISMS AND MUSIC. CRITICAL INTRODUCTION

Task

- Once you've finished to watch Jaime Altozano's video discuss in group:
- Which concepts did Altozano use to describe those themes and melodies featuring female and male characters in the episodes 4 and 5 Soundtrack?

How is genre formed in instrumental music?

What is Leia Like in Star Wars?

- For us she is:
- A rebel princess
- No need to be rescued. She rescued Han Solo
- No tight-fitting suit or heels
- Therefore Leia does not represent a classic female stereotype.

Can it be heard in her Theme ?

How do the gender representations in the themes affect the audience?

What can we Listen in Leia's Themes in Star Wars?

<p>Luke's Theme</p> <ul style="list-style-type: none"> • Based on a fair 5th. (heroism, strength, military, triumph) • Other examples: superheroes themes. • The theme of Luke (the fair 5th) is related to the on of the force and appears with other heroic men of the Saga. 	<p>Leia's Theme</p> <ul style="list-style-type: none"> • Built on a 6major (nostalgia, longing, yearning) • Other examples: ballads, spirituals, romantic songs expressing emotions (<i>El día que me quieras, Brasil</i>) • The theme of Leia (6th major) is combined with other ones related to love, family, and other feminine characters (siblings' separation, Padme, etc.
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What do these themes tell us about the characters?

“For example, we debated whether opera was a space gained for women in the musical world. The feminist position says “yes” since women begin to exist as a sonority and are inserted in a public professional space, but we also give the other position that is “no” because of the themes they represent and their characters who are still stereotyped.”

- Debate is one of the central activities of the course that allows students to take a position on the role of women in the history of Western music. Each question develops the theme of a debate with a pro and a con position:

Some questions for discussion

1. Did women have a Renaissance?
2. Was there a distinctive style in the way women composed at the end of the 18th century?
3. Did the increased access to formal musical education for women (conservatories) promote their participation in the musical sphere?

Course Bibliography:

- Beauvoir, Simone (2012).** El segundo sexo. Buenos Aires: Debolsillo.
- Butler, Judith (2007).** El género en disputa. El feminismo y la subversión de la identidad. Barcelona: Paidós.
- Cook, Susan y Tsou, Judy (1994).** Cecilia Reclaimed: Feminist perspectives on gender and music. Urbana: University of Illinois Press.
- Friedan, Betty (2009).** La mística de la feminidad. Madrid: Cátedra.
- Kiekwood, Julieta (2010).** Ser política en Chile. Las feministas y los partidos. Santiago: LOM.
- McClary, Susan (1991).** Feminine endings: music, gender and sexuality. Minnesota: University of Minnesota Press.
- Ramos, Pilar (2003).** Feminismo y música. Introducción crítica. Madrid: Narcea, S.A. de Ediciones.
- Varela, Nuria (2008).** Feminismo para principiantes. Barcelona: Ediciones B.
- Sadie, Julie y Rhian, Samuel (1994).** The Norton/Grove dictionary of Women Composers. Nueva York: W.W. Norton.

SCHOOL OF NURSING

MARGARITA BERNALES

PHD IN COMMUNITY HEALTH FROM THE UNIVERSITY OF AUCKLAND

MASTER'S DEGREE AND PSYCHOLOGIST, PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

Gender Equity and Health: Challenges for Action

“Gender Equity and Health: Challenges for Action” is a general training course on Health and Wellness, aimed at all students. It proposes to reflect on gender diversity from an inclusive approach of Equity and respect for Human Rights. Professor Bernales points out that the recognition of gender identity is an essential variable within the communities’ social determinants of health and wellbeing as “men worldwide live on average seven years less than women and women are more likely to be victims of physical and psychological violence in all countries of the world; or that there are groups belonging to sexual minorities whose life expectancy does not reach 40 years”.

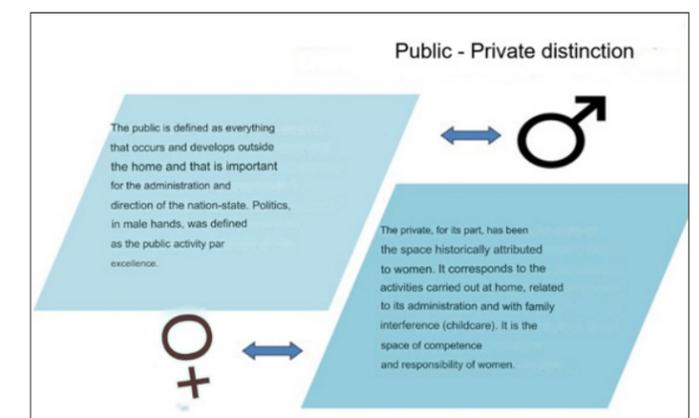
What learning opportunities does gender sensitive teaching open up?

Students learn the difference between sex and gender, gender identity and orientation. Bernales also invites activists to her classes to testify about their daily work with communities to gain rights, allowing students to understand different realities and think about what their professional contributions will be in future.

“As the course was virtual, it allowed students from health, law, medicine, engineering, and psychology to enroll. This lets us, from different disciplines, to talk about how we can challenge these gender inequalities, and understand the way they affect all of us, not only the most traditional groups.”

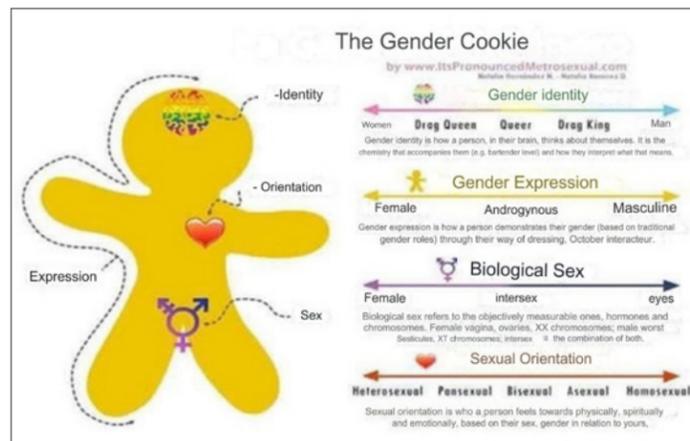
- Students understand the gender construction underlying the public/private distinction and its relationship to gender stereotypes:

“If one stereotype assigns greater hierarchy and value to itself than another one, we speak of sexist stereotypes. In general, sexist stereotypes tend to undervalue girls and women and overvalue boys and men, with no reason to do so.”



- They learn the difference between gender identity, sexual orientation, and gender expression:

How does gender identity impact people's health?



- Analysis of news about gender issues. Students ponder on the challenges that gender inequality signifies in the future professional role of each degree program:

GENDER EQUITY AND HEALTH: CHALLENGES FOR ACTION

Instructions: In the assigned pairs or trios (see list on canvas) select a news story published nationally or internationally regarding some gender inequality that is currently occurring. Read and reflect on the situation and then complete the following table (maximum 2 plans):

Title and link to the news 1 point	
News summary 1 point	
Critical analysis: why does the situation represent gender inequality? Set at least three arguments 2.5 points	
What could be the potential responses or solutions to the exposed inequity? Use at least 2 bibliographical references 2.5 points	

“For example, a Speech Therapy student realized she has a lot to contribute to changing the voice in people who make gender transition (...). It’s really nice to see students broaden their thinking.”
MARGARITA BERNALES

SCHOOL OF PSYCHOLOGY

GLORIA JIMÉNEZ

POSTDOCTORAL FELLOWSHIP AT THE CENTER OF STUDIES OF CONFLICT AND SOCIAL COHESION, COES INTERNATIONAL DOCTORATE IN PSYCHOLOGY. UNIVERSITY OF GRANADA

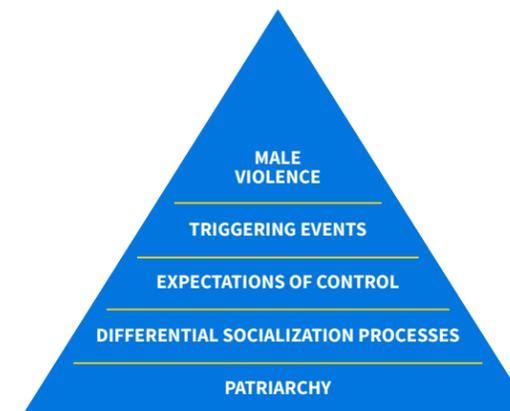
Social psychology and gender

Professor Jiménez in the Social Psychology course integrates the gender approach in the analysis of social interactions between groups for strengthening the learnt theoretical models, and students’ reflective thinking. The class integrates the inequality between men and women to understand the interaction problems in those groups studied by Social Psychology. In this way, the theoretical framework on prejudices, stereotypes, and attitudes, among other concepts, can be understood and explained more deeply by integrating the gender perspective, providing a better understanding of social dynamics. The professor explains “when we apply some psychosocial theories to relations between men and women specifically, they do not work the same when applied to other social groups, as these theories fail to explain gender-related interactions, which respond to more complex dynamics”.

What do social psychology students learn about gender in this course?

According to Professor Jiménez, pedagogical practices allow students to apply conceptual frameworks in situations of gender inequality and evaluate some limitations of psychosocial theories of groups to explain interactions between women and men “when I have to explain what prejudice is, what discrimination is, for example, I try to apply these basic concepts to the field of gender inequality with real-life examples from movies, books, advertising or news”.

- Students ponder the causes of gender-based violence from a gender perspective.



“The goal is to develop their capacity to engage with theoretical concepts and use them to understand, predict, and ultimately eradicate gender inequality. It is much easier to generate interventions if I understand the mechanisms and processes that perpetuate inequality. How can knowledge about gender inequality help me as a psychologist to intervene, to know what mechanisms I have to implement in society to eradicate this inequality?”



- Explain relevant theories and exemplify them with quotes from famous people.

“IF A WOMAN WANTS TO BE A JOURNALIST, SHE SHOULD BE SENSUAL.”

“ALL WOMEN HATE PRENUPS BECAUSE THEY WANT TO HUNT FORTUNES.”

“WOMEN FIND MY POWER AND MY MONEY VERY APPEALING.”

Ambivalent Sexism Theory

(Glick and Fiske, 1996)

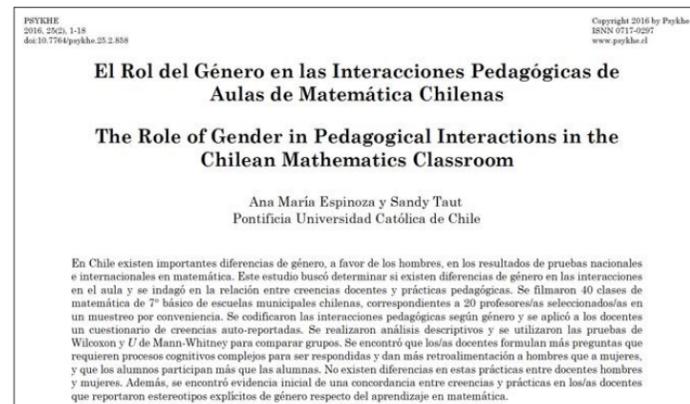
a) Traditional sexism (hostile)

Attitude of prejudice or discriminatory behavior founded on the supposed inferiority of women as a group.

b) Benevolent sexism

Such attitudes are sexist because they consider women in a stereotypical and role-limited way, but with a positive affective tone.

- Explain the concept of stereotype threat and its relationship to gender stereotypes in women’s mathematical performance.



Stereotype Threat

It is the anxiety that an individuals may experience when trying to counteract with their behavior the negative stereotype associated with their group and not having the certainty of achieving it, which produces a decrease in performance (Steele, 1997).

- Students incorporate the gender approach in social analysis since the category “gender” is an analytical tool to understand and address social issues.

“The goal of the students’ work is to take a social problem and explain it with the help of social psychology to understand how conflicts, cooperation between groups, prejudices, stereotypes, among other issues, arise. It’s a theoretical activity with application to real life.”

EDUCATION FACULTY SOLEDAD GONZÁLEZ

MASTER’S DEGREE IN LEARNING ASSESSMENT
ASSISTANT DIRECTOR OF THE UC TEACHING DEVELOPMENT

From gender to transform the known reality

Learning Assessment in Secondary Education and Gender

Assessment of Learning in Secondary Education is a course aimed at students of Secondary Pedagogy in Science and Mathematics, with openings in Physics, Mathematics and Engineering. Professor González incorporates the principle of equal representation in the bibliography and the revision of the academic profiles of the main analyzed authors, so students can see their contribution to the metrics of learning. It also addresses gender criteria in the analysis of results, evaluation tools and situations. Students have to analyze how stereotypical constructions and gender biases affect the design of evaluations.

“The other day I gave my students a gender example to illustrate a learning context in a math problem. I said to them, ‘Teenagers in this class are motivated by soccer. Then I asked them to consider the context of soccer as motivation. I asked them “what would happen? Only males are going to like it and it’s going to be motivating for them, they’re going to answer and they’re going to be more engaged in this exercise. Then another person said, “Let’s do a problem for men and a problem for women” But what if there are women who like soccer... let’s try to make sure that the situations we create are for both genders and let them choose the problem they want to answer so we can go further in the solutions.’”

What learning opportunities does gender-sensitive teaching open?

- It explicitly visibilizes the knowledge production in the discipline at the beginning of the course when presenting the bibliography:

““I tell them the anecdote of how, when I first started to study Lorrie Shepard in the evaluation, I thought that she was a man and not a woman.””

- Researching female references with significant contributions to the discipline through profile construction, using two strategies: the gendered forum and the escape room. In the first, the forum with gender perspective, students learn about Erika Himmer’s background and ask questions in a simulated interview.

Forum with gender perspective June 2

I invite you to investigate who Erika Himmel is (I think you can identify some elements in common with you).

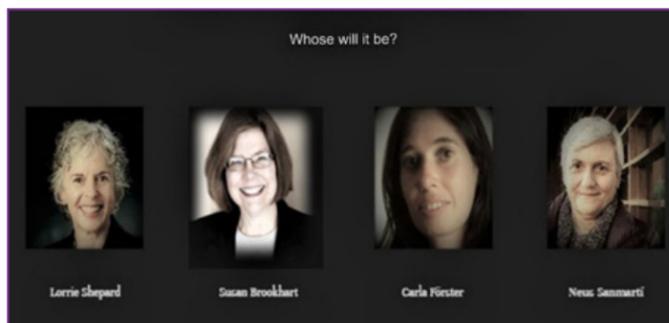
After investigating her profile and the contributions she made to Chilean education, I ask you to propose a question you would like to ask her.

Then I invite you to like those questions that you find most interesting to ask Erika.

Participate by answering:

- 1.- Who is Erika Himmel? (Give at least one piece of information or information)
- 2.- What would you ask her if you could interview her?

- The game of referents takes place in an escape room in Canvas, where three female authors and one male author are introduced to students with the purpose of deepening their academic profiles and their disciplinary contributions.



- Analysis of learning and results in the evaluation from the gender gap, the design of questions or evaluative situations with possible biases is reviewed.

Analyze learning outcomes considering gender

Analysis of Learning Results

Analyzing the results of a course is a good practice in any educational context, if we remember that the evaluation must seek the learning of all students, analyzing its results will allow the implementation of concrete actions to improve, which each teacher in charge of a course or classroom can implement.

What information can an analysis of results give us:

- It can give us insight into how an instrument behaves, for example, degree of difficulty of an item or question, unclear wording, insufficient practice of learning or errors in the way it is approached.
- It allows me to group the items according to the specifications table to identify the achievement of a specific learning or content. It allows me to determine the situation of a particular student, since I can delve deeper into their performance according to each expected learning.
- It allows analysis considering other variables, for example performance according to gender, according to age, according to performance in previous units, according to special educational needs, among others. Generating the option to delve deeper and act in time if a problem is detected.
- It allows me to synthesize the final results of a group to project future improvements, but it also allows me to identify partial results so that improvements can be implemented within the course that is occurring.

The level of analysis and what is communicated will depend on the type of audience to whom I will show the results.

“Before the pandemic, the questions asked by the students were sent to Erika who answered them. It’s a significant activity because gender issues appear as those challenges she faced in mathematics.”





CAMPUS VILLARRICA ALFREDO GAETE

PHD IN PHILOSOPHY, UNIVERSITY OF MANCHESTER
PSYCHOLOGIST, PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE

The role of schools in binary normalization

In the Developmental Psychology and Philosophy courses, the former for the General Education students and the latter for the Kindergarten Education students at the Villarrica campus, Professor Gaete questions the role that school has played in the formation of gender identity. In this way, students engage in reflective discussions that seek to understand what happens in schools in relation to gender. Gaete points to the importance that pedagogy students critically question how gender has been learned in school.

On the other hand, in the Philosophy course for the Kindergarten Pedagogy program, gender emerges by asking “why is it necessary for girls and boys to be educated in preschool? From this place, one of the explanations we discuss is the relationship between social justice and the right to early education, when gender enters as a content that is approached from the cultural recognition of Fraser’s theory.

“I ask students of Kindergarten Pedagogy to tell an experience, based on the question “When did you feel that something unfair happened to you?” It is a question aimed at understanding certain types of injustice related to cultural recognition and valuations of lifestyles and the possibility that a plurality of ways of being exist.”

What learning possibilities does gender-sensitive teaching open up?

- The case analysis of binary gender normalization⁴ allows pedagogy students to understand the assumptions implied from the perspective of the school actors: students, principals, teachers and families. In this explanatory framework, the proposals for pedagogical actions make more sense. Students identify and problematize their own gender learning at school, through audiovisual records. The audiovisual material used is the short film #NormaDeGéneroBinaria (#BinaryGenderNorm) inspired by a study of the project Anillos la Producción de la Norma de Género (Rings Gender Standard Production) from the Plataforma Interdisciplinaria de Investigación, Normalidad, Diferencia y Educación (Interdisciplinary Platform for Research, Normality, Difference and Education) and Centro de Justicia Educativa (Educational Justice Center), that reports research results in schools on the production of gender norm⁵.

¿Cómo fue para ti la socialización del género en la escuela?



⁴ Examples correspond to fragments of binary normalization in Ethnography and Education Policy: A Critical Analysis of Normalcy and Difference in Schools, by Claudia Matus (editor).

⁵ The Director of the Center for Educational Justice and UC academic, Claudia Matus, led the ethnographies (2017 to 2019) that investigated the ways in which gender is taught and learned in schools. The research team also includes Valentina Errázuriz, Erika González and Luna Follegati.



SCHOOL OF ENGINEERING, INSTITUTE FOR SUSTAINABLE DEVELOPMENT LAKE SAGARIS

PHD IN URBAN PLANNING AND COMMUNITY DEVELOPMENT
ALINE LEITE, COURSE ASSISTANT

The courses share a methodological design which incorporates a mainstreaming view of gender throughout the transportation and health planning cycle and, more generally, as a mainstreaming part of advanced research methods. The objective of the courses is for students to understand the social dimension of mobility, which focuses on the movement of people and how gender can condition their travel patterns (Levy, 2013). Thus, the pedagogical design intends that students plan transportation, community development and health with a gender perspective, which means seeing all people as part of the system: women, children, gender diversity, people with disabilities, and correcting the practice of planning for an average male user (Sagaris and Leite, 2020).

““Integrating gender criteria into mobility planning requires planners and designers to ask questions such as: Who will use the space? What are their needs? Are such needs met? Are local community services and infrastructure enough and appropriate? Then, thinking holistically about the impacts of development and regeneration is the key to successful urban planning” (Urban Strategies, 2019).”

What learning possibilities does gender-sensitive teaching open up?

- Planning projects based on the differentiated travel experiences of women and men.

4. How to incorporate the gender approach in your work?

The gender approach is based on the principle that women and men experience reality in different ways. Thus, the proposals and methods of your work, as well as final analysis and recommendations, must consider care trips, gender violence, chain trips and any other phenomena defined in this guide.

- Strengthen skills to leverage the benefits of intersectional gender analysis in the processes of designing, implementing, and evaluating public policies on mobility, community development and the right to the city.



Figure 1: Access to employment and income opportunities.
Source: Prepared by ITDP Brazil..

“Women suffer oppression and inequality according to their ‘race, class, colonial history, and position in the international economic order’ (Moser, 2003) and, although they have general interests in common, their interests and identities reflect these factors, studied as ‘intersectionalities’ (Butler, 2007)”.

Therefore, a gender analysis with mainstreaming of race, origin, religion, socio-economic level, and other variables must be included in the design, implementation, monitoring, and evaluation of public policies on mobility and the right to the city. Gender analysis is a way of recognizing that we live in a society strongly marked by inequalities, even between people of the same sex.”

- Integrate gender criteria in project planning:

1 From which perspective are we integrating gender into the project?

- Differences or similarities between men and women in terms of travel and other quantitative and qualitative variables under study.
- Care travel and its implications for land-use planning, health, equity, and sustainable and fair mobility.
- The potential for improving living conditions, meetings, sociability, along with the quality of travel, urban or environmental, by integrating bicycles, bicycle taxis, electric cargo bikes, public bicycles and the like to facilitate travel, in these modes alone or integrated with public transport.
- Impact on personal health, emissions, household and national economy.
- Impacts on equity through improved access at no greater cost to education, shopping, work, civic participation, and other essential social goods.

2 How do we integrate gender into the data?

- Primary data sources: surveys or interviews (ratio of number of respondents between women/men) and answers from the interviewees.
- Secondary data sources: How does the database used integrate gender?
- Apply concepts (1) in the analysis of its data.
- Methods for producing and processing qualitative data, resulting from interviews, group work, audits, or other activities.

3 Do the final recommendations of the project address gender issues?

- Inclusive work proposals for the subject..

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4 • REFLECTIONS AND CHALLENGES FOR GENDER EQUITY IN UNIVERSITY TEACHING

4. REFLECTIONS AND CHALLENGES FOR GENDER EQUITY IN UNIVERSITY TEACHING

In this final section, we present some stories and reflections on the challenges of advancing gender equity in higher education. We present five topics suggested by the interviewees: 1) How to mainstream gender to reach more students, by Professor Doris Silva; 2) Strengthening gender training in the faculty, by Professor Gloria Jiménez; 3) Gender as one of the challenges for equity and well-being in the communities, by Professor Margarita Bernales; 4) Challenges on gender, research and teaching, by Professor Claudia Matus; and 5) The equal participation of women in the university, by Professor Lake Sagaris. The topics are presented in the voices of their authors.

MAINSTREAMING THE GENDER APPROACH IN THE UNIVERSITY

“I’d like this course and others with a gender perspective at the university to be core courses since now only students who are interested in gender issues, mainly women and dissidents, participate. So, the challenge is to effectively reach the entire UC studentship. In the case of music, it may be key to include in the practical courses the scores, repertoire, and criticism of women, as well as in the concerts we program. What is needed is that gender becomes not an isolated perspective, how do we make gender a shared project in the university?” Doris Silva, School of Music.

TEACHER TRAINING

“It is very important that professors understand the origins of gender inequality and its impact on women and men, and especially that they are able to recognize their own gender biases. Researching and teaching from a gender perspective is a central element in academia. The social character of the university makes it necessary for us to give something back to the citizens who trust in the academy. This is a way to contribute to the improvement of people’s life quality.” Gloria Jiménez, School of Psychology.

TEACHING CHALLENGES FOR A MORE EQUITABLE SOCIETY

“The essential and basic concept is equity in different areas and gender is one of them. Based on the human rights framework, it is vital to generate equitable societies in rights for the different people that make up this community. Today it is crucial to identify the relationship issues within our society.” Margarita Bernales, School of Nursing.

GENDER, RESEARCH AND TEACHING CHALLENGES

“The significance of gender lies in its integration into teaching linked to research. The adoption of a specific understanding of gender changes the discipline as research evolves. Therefore, teaching that considers research will make gender issues more complex. Integrating a gender perspective is not an easy task and warrants careful consideration. Will the teacher provide equal time and space for all genders, or will they consider gender balance when making pedagogical decisions regarding material and content? I imagine this as a minimum duty, because not doing so implies that the class has a problem by leaving out an important group in terms of participation and representation. (...) To have a gender perspective in teaching means to take seriously the knowledge of how the gender norm works, how it produces difference, how it produces discrimination, how it produces inequality.

By understanding this operation, we can apply this knowledge to all areas of learning beyond gender.” Claudia Matus, Faculty of Education.

WOMEN’S EQUAL PARTICIPATION

“The main challenge for the integration of gender issues in the university today is a reality in which the invisibility of women has become normalized. It is still very common to see seminars or other activities with no or very few women participants, and far from the expected parity, given that women make up half of the population. This situation shows how important it is to have gender-inclusive policies, both in hiring and in various activities, which would allow us to overcome this exclusion more quickly, an achievement that would benefit the entire university and, of course, its reputation in society.” Sagaris Lake, Institute for Sustainable Development.

FINAL COMMENTS

These reflections allow to see the challenges of building a university education for gender equity in the UC community, and invite to promote progress in three ways:

In innovation, research, and curricular design of courses with proposals that problematize how knowledge in the discipline perpetuates sexist assumptions that biased the classroom, theories and methodologies.

In the mainstreaming of the university teaching that problematizes gender as part of an integral formation that values diversity as a contribution that can be included in minimum courses by the disciplines, not just as elective courses that can reach only a group of students interested in critical formation of the gender perspective.

In the joint and collaborative work with the UC community, especially by involving academics to join this challenge, questioning the status of gender in their courses, and including critical studies of masculinities as a transformative possibility of pedagogies for humanization (Segato, 2018).

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Guidelines for teaching practices to enhance gender equity

UC TEACHING EXPERIENCES