



Subject:

Educator:

Assess each item with a grade between 0 and 5 (optionally NA if you consider that the item does not apply to your subject)

Item – Classroom management	Design
Be careful with your own response to the students' contributions. Show tolerance and minimize biases and stereotypes.	
Use of inclusive and non-sexist language in the classroom	
Use of inclusive and non-sexist language in the material	
Use of images that do not perpetuate gender stereotypes	
Analysis of possible gender imbalances in classroom participation	
Dedication of the time necessary to resolve doubts outside the classroom	
Promotion of female participation in the classroom	
Protection of participation in the classroom against incursions by third parties	
Promotion of the use of inclusive and non-sexist language by students	
Explanation in the classroom of gender distribution in work teams	
Explanation in the classroom of gender bias in the distribution of roles in teamwork	
In mixed teams, promote the empowerment of students with lower self-esteem	
Promoting rotating roles in teamwork	
AVERAGE RATING (0-5)	

Item – Methodology	Design
Active learning: combination of participatory master classes with projects, case studies, practices, etc.	
In the projects, study topic to be chosen by the student body	
Definition of projects that have a certain degree of social and/or gender relevance	
Explanation of the social and/or gender relevance of the projects, case studies, etc.	
Case study showing the contributions of a woman	
Conference or video of a reference woman (explaining the relevance of the activity)	
Organization of a debate on aspects related to gender inequalities	
AVERAGE RATING (0-5)	

Hands-on in Including Gender in Agrifood Systems Teaching - checklist



Item – Assessment	Design
Transparency in the evaluation criteria and their prior notification	
Providing guidelines and, if possible, personalized suggestions for the preparation of oral defenses	
Use of multiple and diverse evaluation instruments	
Combination of various question formats in written exams	
Definition of contextualized exam statements, explaining social and/or gender relevance	
Use of a formative evaluation (personalized <i>feedback</i>), even in the final exam	
Definition of at least one learning outcome related gender equality awareness	
Use of an ex-ante and ex-post surveys with indicators disaggregated by sex to evaluate improvements in the subject	
Comment on the ex-ante and ex-post results	
Evaluation of any activity related to the gender perspective	
Analysis of the results obtained in the qualification of the students disaggregated by sex in order to detect possible gender biases in our teaching	
Definition of a flexible evaluation system that the student can modify in advance	
AVERAGE RATING (0-5)	

Item – Contents	Design
Evidence of the usefulness of the subject	
Evidence of the social relevance of the subject (SDG)	
Evidence of the gender relevance	
Design of exercises and examples that do not perpetuate gender stereotypes	
Introduction of statements with social and/or gender relevance	
Incorporation of sex and gender variables in the analyses	
Incorporation of a transversal gender competence	
Presentation of leading women and their contribution	
Introduction of the full first name in bibliographic references	
Preparation of flexible content according to the preferences and needs of the students	
AVERAGE RATING (0-5)	