

Transforming the syllabus to include Gender in Agrifood Systems Teaching - checklist

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).

Differentiate between the subject's **design** (in the classroom) and what appears in the **syllabus**.

Item – Classroom management	Design	Syllabus
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		NA
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		NA
Explanation in the classroom of gender bias in the distribution of roles in teamwork		NA
In mixed teams, promote the empowerment of students with lower self-esteem		
Promoting rotating roles in teamwork		
AVERAGE RATING (0-5)		

Item – Methodology	Design	Syllabus
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)		

Transforming the syllabus to include Gender in Agrifood Systems Teaching - checklist



Item – Assessment	Design	Syllabus
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		NA
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	Syllabus
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)		