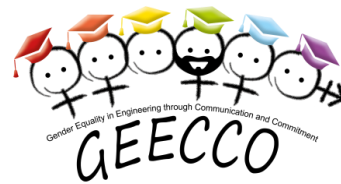




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Gender and Teaching pilot project at the UPC: officially off the ground

An initiative to develop guidelines to introduce the gender perspective in technical teaching based on a pilot experience

Within the framework of the European H2020 project [GEECCO](#), and with the institutional support of the UPC, a pilot project has been launched with volunteer groups of teachers. The project's aims are threefold: to encourage teaching staff to **introduce the gender perspective in teaching**, to create a **group of experts to serve as leaders on the issue at the UPC**, and to leverage the expertise gained over the course of the project to develop **guidelines for introducing the gender perspective in UPC teaching**, i.e. in engineering and architecture courses.

The call for applications was published in November 2018 and was open to groups of teachers covering at least three subjects from a single bachelor's or master's degree course. Consideration was given to both the gender make-up of each team and the individual team members' gender expertise.

The lead team and pilot project coordinator consisted of UPC teaching staff and GEECCO project members Amaia Lusa and Elisabet Mas de les Valls, Innovation and Quality Office staff members Dídac Ferrer and Silvia Gomez Castan, and UPC Institute for Education Science staff members Noelia Olmedo and Marta Peña.

The response from the UPC community was excellent. Eight teaching groups applied, comprising a total of 41 professionals with a high level of expertise on gender issues. With men accounting for 40% of team members, both sexes are adequately represented. Specifically, the participating teams are as follows:

- Bachelor's Degree in Architecture team (coordinated by Professor [Joan Moreno Sanz](#))
- Bachelor's Degree in Civil Engineering team (coordinated by Professor [Elisabet Roca](#))
- Bachelor's Degree in ICT Systems Engineering team (coordinated by Professor [Marta Isabel Tarrés](#))
- Master's Degree in Applied Telecommunications and Engineering Management (MASTEAM) team (coordinated by Professor [Eva Gallardo](#))
- Master's Degree in Industrial Engineering and Master's Degree in Management Engineering (ETSEIB) team (coordinated by Professor [Amaia Lusa](#))
- Double Bachelor's Degree in Marine Technologies and Naval Systems and Technology Engineering team (coordinated by Professor [Claudia Barahona](#))
- Bachelor's Degree in Aerospace Systems Engineering team (coordinated by Professor [David Pino](#))
- SELECT Master's Degree (MSc in Environmental Pathways for Sustainable Energy Systems) (KIC InnoEnergy) team (coordinated by Professor [Lluís Batet](#))

The work plan consists of monthly meetings from January to June. The calendar was designed to coincide with the second term in order to provide support to participating members over the course of the subjects they are currently teaching. At the meetings, participants will examine key aspects of teaching, such as content, methodology, classroom management and assessment, from a gender perspective. So far, two sessions have been held.

The first session took place on 15 January 2019. Participants completed a **self-diagnosis questionnaire** to determine the baseline for each group. The questionnaire had a response rate of 73%. In the first part of the session, [Dr Mas de les Valls](#), the driving force behind the Gender and Teaching project, presented the results. Everyone agreed that **much remains to be done with**



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regard to women role models and the literature. The need to **relate content from the various subjects to gender** was also discussed. That will be one of the main goals of the third session.

The second part of the session was led by Maxime Forest, a senior lecturer and associate researcher at Sciences Po Paris and senior project manager at Yellow Window Consultants (France). After an intensive course on the gender perspective in teaching, Dr Forest facilitated a practical group exercise in which **participants analysed the nautical sciences and maritime transport, ICT, aerospace engineering, architecture, urban planning and civil engineering from a gender perspective.**

At the second session, held on 6 February, each **working group** had to **decide which aspects of teaching with a gender perspective to implement** in the coming months and **define a set of indicators that would enable assessment of the progress made on those goals.** The second part of the session, coordinated by Dr Mas de les Valls, highlighted the need to analyse the current state of play and identify students' perceptions of certain gender-related aspects, such as who participates the most in the classroom, the treatment received from teachers and classmates, roles in mixed working groups, and the language used in the classroom. To this end, a questionnaire will be sent out shortly to a large number of UPC students. We look forward to seeing the results!