

Best Practices Identification - Grid

PARTNER SUGGESTING THIS PRACTICE: UNIVIE

TITLE DOCUMENT: Eine Formel bleibt eine Formel ... Gender/queer- und diversitygerechte Didaktik an Hochschulen: ein intersektionaler Ansatz (2015)

PROMOTER: University of Applied Sciences Vienna

LANGUAGES: EN | DE | FR | FI | GR | Other:

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WEBSITE: https://www.fh-campuswien.ac.at/fileadmin/redakteure/FH_Campus_Wien/Gender_and_Diversity/Dokumente/Didaktikleitfaden_2015.pdf

The output of this document includes:
<input checked="" type="checkbox"/> Rational
<input checked="" type="checkbox"/> Theoretical background
<input checked="" type="checkbox"/> Characterisation of the context
<input checked="" type="checkbox"/> Reference to existing "needs"/"problems"
<input checked="" type="checkbox"/> Reference to possible "benefits"/"resources"
<input checked="" type="checkbox"/> Definition of goals
<input checked="" type="checkbox"/> Identification of target groups
<input checked="" type="checkbox"/> Description of main intervention strategies
<input type="checkbox"/> Partnership with other organisations
<input type="checkbox"/> Process evaluation
<input type="checkbox"/> Outcome evaluation
Target group(s):
higher education educators and staff in leadership positions in institutions of higher education
Topic or discipline:
n/a

Short Description
translation of the title document: A formula remains a formula ... Gender/queer- and diversity-just didactics at institutions of higher education: an intersectional approach
The document is a guideline focusing on gender/queer- and diversity-just didactics in higher education which is oriented towards a heterogenous, diverse student body, reflecting social inequalities at large that transcend to and inform the realm of education. It is to be implemented by educators and higher education managers who improve and acquire new competences. The guideline depicts legal regulations, explains intersectionality theory and translates it to teaching in higher education. Further checklists for gender- and diversity-oriented didactics are presented as well as practical examples that stem from the authors own teaching and training experiences. Lastly, integrating gender- and diversity into institutions of higher education is reflected as element of the professionalization of these institutions, contributing to quality development as well as justice and equality. The guideline is edited by the University of Applied Sciences, Vienna, targeting, among other, the institution's own practices.
Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
The guidelines constitutes a comprehensive piece including theoretical considerations, recommendations, practical examples and checklists. Thereby it is suited for use by a broad spectrum of people working within higher education aiming to enhance their diversity competence and didactical skills. The manual was published 2008 and revised and reissued 2015 due to continuing need for guidelines on diversity-sensitive didactics.