

Gender Assessment of Pre-Service Midwifery: Guide for Classroom Observation

Guiding Questions for Classroom Observation	
Description	Gender Assessment
Background: Number, sex and approximate age range (20-29; 30-29; 40-49; 50+) of teacher: Number of students: Year of Study: Subject of the Class: Number of students with F/M breakdown:	
Classroom Set up	
Describe how the room is set up. Are there adequate numbers of desks and chairs for the students? Are the desks in rows? Are small groups used? Are there breakout sessions with students sitting in a circle? If in a laboratory setting are stools used – and how high are the stools?	Where are the female and male students sitting in the classroom? Is the teacher able to interact equally with female and male students depending on where the students are sitting? How has the classroom set up impacted participation from female and male students? If in a laboratory setting that uses stools – are the stools comfortable for female students wearing skirts?
Describe the Classroom itself: Are there pictures or posters on the walls? What learning aids are available in the classroom?	Do the pictures, posters, learning aids etc. include gender messages – are women and men equally portrayed in equal numbers in them? Do they convey any gendered messaging, such as showing men in positions of power or women in subservient positions?
Language and Interaction	
Description	Gender Assessment
Describe the methodology the teacher uses to lead the class – lecture, question and answer, small group discussion, debate, silent reading of materials, rote repetition/memorization?	Note any differences in the way in which female and male students respond to the class: Do female and male students participate in equal proportions? If a mix of methods is used during the class, note the ways in which female and male students respond to each method and note any differences in female/male responsiveness across different teaching methodologies.
Describe teach-student interaction during the class – respectful, mentoring, leading, empowering, scolding, denigrating, other?	Note any differences in the way in which the teacher interacts with female and male students. Observe the teacher's body language while interacting with students, and note any differences in interactions with female and male students. Does the teacher call more often on female students or on male students? Do female or male students respond to teacher queries more or speak more in the classroom?

Guiding Questions for Classroom Observation	
Interactions Among Students	
Description	Gender Assessment
Describe any interactions among students during the class. During a lecture class, do the students speak among themselves? During small group discussions, do all students participate?	Note any differences in how male students interact with each other, female students interact with each other, and female and male students interact with one another. Observe the tenor of these interactions – are they productive and focused on the lesson contents, are they distracting i.e. talking about an unrelated topic so that students are not paying attention to the class, do you observe harassment in the classroom?