EQgender

A cyberfeminist toolkit for online education

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Open access and technological participation

- **Digital governance for transparency and ethics**
- **Commitment to reducing the digital divide**
- **Promotion of free and open internet access and use**

Intersectional gender perspectives

- **Institutional positioning through gender policies**
- **Establishing safer spaces and combating cyberviolence**
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- **Designing educational resources based on Design Justice and Universal Design for Learning (UDL)**
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Existence of guidelines for the procurement of platforms that prioritize privacy and responsible use of digital data.

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Existence of transparency policies regarding the terms and conditions of use of institutional educational platforms.

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Existence of institutional policies regulating privacy and digital data use.

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Existence of policies concerning users' digital consent, including for the use of images, recordings, and information sharing.

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Existence of transparency policies regarding educational decisions based on algorithmic data and automated processes.

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Existence of policies on anonymity within both institutional and external platforms.

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Existence of guidelines on academic integrity applicable to students, teaching staff, and tutors.

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Existence of transparency policies regarding student monitoring systems implemented by the institution.

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Existence of assessments of students' material conditions for engaging in online learning.

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Existence of assessments of academic staff's material conditions for delivering online teaching.

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Existence of assessments addressing students' non-material or socio-economic conditions that may hinder their participation in online learning.

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Existence of assessments concerning students' digital competences and skills for online learning.

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Existence of assessments concerning academic staff's digital competences and skills for online teaching.

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Availability of subsidies to cover internet costs for students from low-income backgrounds.

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Implementation of strategies aimed at enhancing the use of local technological infrastructures.

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Implementation of strategies aimed at fostering the creation of local and community-based digital content through university outreach or community engagement initiatives.

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Implementation of strategies aimed at promoting the use of open-source software.

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Existence of guidelines concerning the intellectual property rights (copyright) of individuals who develop learning resources.

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Use and promotion of open licences such as Creative Commons (CC) for educational resources and content.

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Use of Open Educational Resources (OER) (e.g., repositories of resources, image and sound banks, etc.).

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Existence of policies that incorporate a gender perspective as an integral component of online education quality.

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Existence of policies enabling students to change their name in accordance with their gender identity.

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Existence of institutional policies that promote LGBTIQ+ inclusion and perspectives.

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Existence of policies that explicitly reject hate speech, discrimination, and the exclusion of LGBTIQ+ individuals and communities.

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Existence of policies that promote online environments free from gender-based discrimination and violence.

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Existence of policies aimed at diagnosing gender-based discrimination and online violence.

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Provision of training and capacity-building on cyberviolence for staff responsible for gender units or for implementing measures against online gender-based violence.

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Implementation of awareness-raising campaigns on gender-based cyberviolence targeting the educational community.

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Availability of support services and spaces for guidance, care, and redress in cases of cyberviolence.

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Existence of protocols ensuring that reporting mechanisms remain anonymous and safeguard the well-being of those who report incidents.

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Existence of strategies for the mediation and resolution of online gender-based discrimination and violence.

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Availability of information on designated contact persons who provide support in cases of harassment, violence, or discrimination.

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Establishment of inter-institutional or cross-sector collaboration networks to strengthen the institutional response to gender-based cyberviolence and share good practices.

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Establishment of teams with gender-sensitive training to lead mediation and resolution processes in cases of cyberviolence.

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Existence of assessments regarding gender imbalances among the student body.

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Existence of assessments regarding gender imbalances among academic staff.

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Existence of assessments regarding gender imbalances in institutional leadership and management roles.

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Existence of assessments regarding gender imbalances within teams responsible for the design and implementation of online education.

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Implementation of actions aimed at increasing the participation of underrepresented genders in programmes traditionally associated with a specific gender.

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Implementation of actions to promote diversity—through an intersectional lens—among those involved in the design and implementation of online education.

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Provision of digital rest breaks during synchronous activities.

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Existence of protocols promoting digital disconnection for students, academic staff, and institutional employees.

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Existence of assessments on time use among students and academic staff in online education.

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Implementation of awareness-raising, training, or initiatives to foster shared responsibility for care among students, academic staff, and institutional employees.

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Availability of guidance materials to support students in managing care responsibilities and bridging digital and social divides that may hinder learning.

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Implementation of initiatives aimed at fostering digital well-being, ethical awareness, and critical digital competences.

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Promotion of participation by individuals with diverse characteristics in pedagogical and technological design processes.

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Incorporation of accessibility adaptations for individuals with disabilities (e.g., subtitles, voice narration, image descriptions, readability, contrast and colour use, etc.).

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Inclusion of content warnings to alert students to sensitive material, tailored to diverse learner profiles.

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Training in gender perspective and inclusivity for support teams and content designers.

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Assessment of neurodiversity and learning differences (e.g., ADHD, autism spectrum conditions, dyslexia, colour blindness, etc.).

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Integration of UDL principles as part of the institution's definition of educational quality.

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Diversification of hardware tools and navigability options.

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Diversification of formats in the design of educational resources.

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Diversification of formats for student expression and participation.

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Diversification of formats in assessment and feedback processes.

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Design of adaptable content that can be customized across different devices.

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Existence of learning objectives that foster students' critical and reflective capacities to analyse digital inequalities from an intersectional perspective.

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Existence of courses specifically addressing gender approaches or integrating gender-related content across various subjects.

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Existence of cross-disciplinary courses that critically examine the ethical, social, and educational implications of privacy and data use in the digital society.

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Existence of cross-disciplinary courses that address the ethical, social, and educational implications of the digital society from a decolonial and intersectional perspective.

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Monitoring and evaluation of the implementation of gender-sensitive curricular programmes.

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Diversification of theoretical references in curricula, including traditionally underrepresented genders, languages, and contexts.

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Inclusion of bibliographic references that reflect a diversity of authors (in terms of gender, origin, language, etc.).

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Use of non-stereotypical, non-sexist, and gender-inclusive imagery and iconography in pedagogical resources.

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Incorporation of LGBTIQ+ perspectives within pedagogical materials.

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Use of non-sexist and gender-inclusive language in institutional communications (e.g., advertisements, news, official documents).

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Use of non-stereotypical, non-sexist, and gender-inclusive imagery and iconography in institutional communications (e.g., advertisements, news, official documents).

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Existence of assessments on student characteristics from an intersectional perspective.

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Promotion of reflection based on students' lived experiences and knowledge, avoiding racial, class, gender, or heteronormative biases.

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Encouragement of dialogue, participation, joint decision-making, and initiatives that actively involve students.

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Explicit articulation of values such as openness and respect for diversity in both synchronous and asynchronous communication and interaction.

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Use of cooperative strategies that foster cohesion and collective creation among students.

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Use of participatory methodologies that encourage dialogue around course activities, particularly during synchronous sessions.

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Use of learning strategies that support personalized learning pathways.

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Use of diverse, flexible, and context-sensitive teaching methodologies tailored to the student group.

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Availability of continuous professional development opportunities on gender-sensitive online teaching.

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Existence of (physical or virtual) collaborative workspaces for the co-design of educational resources among online educators.

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Existence of (physical or virtual) spaces for guidance and support in online teaching.

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Existence of initiatives that promote innovation in online teaching.

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Existence of initiatives supporting the unionization of online teaching staff.

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Availability of diverse scheduling options that take into account caregiving and unpaid work responsibilities.

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3

Prioritization of asynchronous communication and interaction between students and educators, and among students themselves.

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Existence of mutually agreed guidelines between students and educators regarding appropriate forms of digital interaction in academic contexts.

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Existence of mutually agreed guidelines between students and educators regarding digital conciliation (e.g., response times, working hours, etc.).

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Availability of guidance and materials to support students in developing self-regulation and autonomous learning skills.

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