



CONTINUING EDUCATION SESSION

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SESSION	CE HOURS	DATE/TIME
CE3	1.0	Friday, November 4th 10:30am-11:30am
TITLE		
<i>Beyond Inclusive: Skills for Gender-Expansive Teaching</i>		
AUTHORS		
Sarah Gavac, PhD; Arizona State University Janet Hyde, PhD; University of Wisconsin-Madison		
AASECT - Core Knowledge Areas and Training:		D; N; O
APA - Curriculum Content Criteria:		1.3
NCHEC - Areas of Responsibility:		1.3.3; 3.1.5; 3.2.1; 8.1.4
ABSTRACT		
<p>Purpose The purpose of this CE workshop is to build participants' skills and self-efficacy in using gender-expansive approaches to teaching through (a) encouraging self-reflection for growth; (b) demonstrating how to incorporate the latest research on gender; and (c) brainstorming simple, concrete, big-impact tips for teaching gender in a more expansive way. For this workshop, gender-expansive teaching means elevating and integrating gender beyond a cis-normative binary rather than just acknowledging that trans and non-binary students exist. Issues This workshop addresses (a) the pervasiveness of the gender binary in research and teaching about human sexuality and other topics; and (b) the extent to which the way we teach about gender poses barriers to learning for all students, but especially trans and non-binary students. Overview of Session Activities In the first segment of this workshop, we will describe what it means to use gender-expansive approaches to teaching. We will use our own experiences to facilitate an activity to reflect on assumptions we make about who our students are and how to stay up-to-date on conceptualizations of gender. Then, we will demonstrate how we teach about research that might expand students' understanding of gender and how we have made adjustments to our courses over time as our own understandings of gender have changed. We will spend time specifically addressing the impacts of a cis-normative binary on research and the resulting knowledge about gender. In the second segment, we will lead a brainstorming session on steps for using gender-expansive approaches to teaching. First, we will offer our own concrete tips based on specific barriers to learning that we've identified. Then, as part of our Q&A time, we will ask participants to share their experiences and work together to identify techniques they can use to cultivate more gender-expansive classrooms within the framework of their current courses. Anticipated Participant Outcomes At the end of this workshop, participants should be better informed about current research, how pervasive the gender binary is in education and research, and what can be done to fully engage all students with an understanding of gender that goes beyond a cis-normative binary.</p>		
LEARNING OBJECTIVES		
<p>To list two outcomes of scientific research that challenge the gender binary and cis-normative discussions of gender.</p> <p>To describe how barriers to learning are often built into courses simply by the way we talk about gender.</p> <p>To identify two actions that they as instructors can take to make transgender and non-binary students feel more comfortable in class.</p>		