

TEACHERS' TRAINING MODEL

**INTERSECTIONALITY IN HIGHER EDUCATION: TRAINING
FOR ACADEMIC TEACHERS**



Co-funded by
the European Union

Name of the project InterHEd. Intersectionality in Higher Education

Code of the project 2023-1-ES01-KA220-HED-000160620

Funding Co-funded by Erasmus+ KA220 in Higher Education

Leader of result Uniwersytet Jagielloński

Contributors Technische Universität Dortmund and Universitat de Vic -
Universitat Central de Catalunya

Year of publication 2026

This result is part of InterHEd, an Erasmus+ project that aims to advance towards more inclusive and diverse higher education institutions by promoting intersectional mainstreaming in higher education teaching. This Training Model has been developed under Work Package 3 (WP3): Mutual Learning and Awareness-Raising, which aims to generate transferable knowledge to support the development of pedagogical competences and curricular resources for mainstreaming intersectionality in higher education teaching.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under the Creative Commons Attribution-NonCommercialShareAlike 4.0 International (CC BY-NC-SA 4.0) licence. To view the licence terms, visit: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

Partnership



Universitat de Vic – Universitat Central de Catalunya (UVic-UCC)

Gloria García-Romeral (PI, Project coordinator)

Technische Universität Dortmund

Liudvika Leisyte (PI)

Uniwersytet Jagielloński

Marta Warat (PI)



Co-funded by
the European Union

InterHEd. Intersectionality in Higher Education

in : /interhed

✉ : gloria.garciaromeral@uvic.cat

Index

1. PURPOSE OF THE TRAINING MODEL	4
2. NEEDS ASSESSMENT	5
3. LEARNING OBJECTIVES	5
4. CURRICULUM DEVELOPMENT	6
5. LIST OF REFERENCES	15
6. ASSESSMENT AND EVALUATION	20
7. ANNEXES – PRINTABLE MATERIALS	22

1. PURPOSE OF THE TRAINING MODEL

Higher education is becoming increasingly diverse, with students bringing a wide range of identities, backgrounds, experiences and learning needs into the classroom. While this diversity enriches academic communities, it also challenges universities to create learning environments that are equitable, inclusive and responsive to the complexity of students' lived experiences. Academic staff therefore play a crucial role in ensuring that teaching practices recognise and address the different ways in which inequalities may affect participation, learning and academic success.

Intersectionality offers a valuable framework for understanding how multiple social identities and systems of power interact to shape students' experiences within higher education. Rather than focusing on single dimensions of diversity in isolation, an intersectional approach encourages educators to consider how factors such as gender, race, ethnicity, disability, social class, sexuality, age or migration background may intersect in ways that influence students' access to learning, classroom participation, assessment and sense of belonging.

Despite the growing recognition of intersectionality in higher education research and policy, many academic teachers report uncertainty about how to translate this perspective into everyday teaching practice. Applying intersectionality in the classroom requires not only awareness of diversity, but also the ability to critically reflect on one's own teaching assumptions, recognise potential barriers to inclusion and select pedagogical approaches that are responsive to different educational contexts.

The InterHEd. Intersectionality in Higher Education project addresses this need by supporting the mainstreaming of intersectionality across higher education through research, institutional collaboration and the development of practical educational resources. **This Training Model has been designed to support academic teachers in developing both conceptual understanding and practical competences for implementing an intersectional approach in teaching and learning.**

Recognising that teaching takes place in diverse institutional, disciplinary and cultural contexts, **this Training Model should be understood as a flexible pedagogical**

framework rather than a fixed training script. Facilitators are encouraged to adapt the proposed activities, examples and materials to the needs of their participants and institutional settings. Likewise, academic teachers participating in the training are invited to critically reflect on how the presented concepts and tools can be translated into their own disciplinary contexts and everyday teaching practice.

2. NEEDS ASSESSMENT

Workshop and trainings conducted with academic teachers identified that this specific group requires **both a stronger understanding of intersectionality and more practical tools for applying it in higher education settings.** While issues of diversity and inclusion are present in university discussions, participants often lack conceptual frameworks that help them understand how multiple dimensions of identity and inequality intersect and shape students' educational experiences.

The assessment also highlighted the **need to strengthen participants' reflective and analytical skills.** Teachers need opportunities to critically examine how their own identities, professional positions, disciplinary cultures, and lived experiences influence teaching practices, as well as to recognise how seemingly neutral decisions regarding participation, assessment, or classroom organisation may create barriers for some students.

Finally, participants expressed a **need for practical strategies that can support more inclusive teaching.** The training therefore focuses on developing skills for identifying intersectional inequalities, analysing real-life teaching situations, and introducing concrete adjustments that improve inclusion while maintaining academic standards. To ensure relevance and effectiveness, the content and examples should be adapted to the specific institutional, disciplinary, and national context of participants.

3. LEARNING OBJECTIVES

By the end of the workshop, participants will be able to:

1. **Define intersectionality** and explain its relevance to teaching and learning in higher education.

2. **Identify intersecting axes of inequality** that may shape students' experiences, participation, and access to learning.
3. **Reflect on their own teaching position** and recognise how institutional role, disciplinary context, identity, biography, and lived experience may influence teaching practices.
4. **Analyse teaching practices and classroom situations** to identify seemingly neutral decisions that may create unequal barriers for different students.
5. **Propose concrete teaching adjustments** that reduce exclusionary effects while maintaining academic standards and learning expectations.
6. **Distinguish between individual-level teaching changes and issues requiring institutional or systemic action.**

4. CURRICULUM DEVELOPMENT

Total duration: 4 hours

Duration	Content	Methodological notes	Materials
15'	INTRODUCTION: Hello and introduction of the facilitators, followed by a brief introduction of participants (names, academic discipline, type of classes they teach). Overview of the programme Communication ground rules		PowerPoint presentation (Getting to know each other, Agenda, Group agreement)
30'	PRESENTATION PART 1: WHAT IS INTERSECTIONALITY? Understanding diversity	Make sure you understand the concept of intersectionality and know how to apply it in practice. If needed, review selected items from the recommended core	PowerPoint presentation (slides 5–12) Additional material: core reading on intersectionality (see section

	• Axes of inequality (social identity wheel) • Definition of intersectionality • Types of intersectionality (structural, political, representational)	reading on intersectionality (see section “Literature on intersectionality” below) and see <i>InterHEd Toolkit</i> , Chapter 3, pp. 28–34 for a conceptual grounding of intersectionality and its application to higher education teaching.	“Literature on intersectionality” below)
30'	EXERCISE 1: “MY TEACHING POSITIONS – AN INTERSECTIONAL IDENTITY MAP” 1. Facilitator introduction (5 minutes): <i>We often talk about inclusion by looking at students. To better understand intersectionality, in this exercise we shift the perspective to ourselves as teachers.</i> <i>Each of us teaches from a particular position shaped by institutional power, discipline, and also by identity, biography and life experience. These dimensions intersect and influence how we teach, what we notice and what we leave out.</i> <i>The goal is not self-evaluation or “confession”, but becoming aware of how who we are in the teaching role shapes didactic choices. In a moment you will work individually but first look at the illustration of the social</i>	Make sure you can clearly explain all categories included in the identity map. Pay particular attention to those dimensions that are often seen as “invisible” because they represent socially dominant or majority positions. Be ready to explain what these categories mean and why they matter—for example, concepts such as <i>cisgender identity</i>, which may remain unexamined precisely because they are treated as the norm. Groups of 4–5 people. Make sure you address aspects often treated as “neutral” yet clearly shaping what happens in class. For example, requirements such as mandatory participation in in-class discussion, rigid deadlines without flexibility, or assumptions that all students can easily	Printed copies of Handout 1 (Power Wheel), pens. This exercise can be complemented by the Identity Web activity described in the <i>InterHEd Toolkit</i> (p. 33), which supports reflection on how multiple dimensions of identity shape learning and teaching experiences.

	<i>diversity wheel. Is everything clear, or are there categories you would like to discuss or clarify?</i> 2. Individual reflection: my position (5 minutes) Ask participants to work silently with Handout 1. Their task is to mark where they locate themselves in different areas of the power wheel. 3. Exchange in small groups (10 minutes) In small groups, discuss the following questions: • Was it easy or difficult to place yourself in particular areas of the wheel? • Did your overall position on the map surprise you? • How does your positioning in one area affect others? 4. Plenary synthesis: what becomes visible (10 minutes) • How do your positions within these power dynamics relate to your teaching role? In what ways does your own positioning affect how you teach, how	join spontaneous discussion may seem neutral but can disadvantage people with caregiving responsibilities, chronic health conditions, language barriers, or different educational backgrounds. Making these “transparent” positions visible is key to reflecting on power, privilege and situatedness.	
--	---	---	--

	you interpret students' behaviour, and how you relate to the people you teach? Facilitators may use selected reflection questions from the <i>InterHEd Toolkit</i> (Curriculum Design, pp. 50–51; Teaching Methodologies, p. 59) to deepen the discussion on positionality and power relations in teaching.		
15'	BREAK		
30'	PRESENTATION PART 2 & 3: Intersectionality in higher education, project tools & good practices in teaching • Learning environment • Teaching materials and methods • Assessment and grading • Project outputs: "Promising practices" and "Innovative methodologies" reports • Good teaching practices	This part of the presentation should be based on the <i>InterHEd Toolkit</i>, using its reflection questions as prompts for discussion rather than as a checklist. Encourage participants to critically examine how teaching practices, often perceived as neutral, may create unequal experiences for different students. Learning environments (Chapter 4, pp. 37–44) Teaching methodologies (Chapter 6.1, pp. 58–60) Participation (Chapter 6.2, pp. 61–64) Assessment (Chapter 6.3, pp. 65–68)	PowerPoint presentation (slides 14–22)
90' + 15' break	EXERCISE 2: "ENTERING THE SITUATION – AN INTERSECTIONAL"	Using Material 2, prepare role cards (on separate sheets) for participants to draw, as well as scenarios	Material 2 (Role cards and scenarios) Paper and pens

	SIMULATION OF TEACHING PRACTICES” <i>(total time: approx. 90 minutes)</i> STAGE 1: Introduction (total: 15 minutes) 1. Instructions and ground rules (3 minutes) Instructions for participants: <i>We invite you to take part in a simulation exercise. In a moment, each person will receive a role to “step into”. The roles are hypothetical but rooted in real experiences.</i> <i>The aim is to explore how specific teaching practices and decisions can have different consequences for different people, and to reflect on how to reduce inequalities. We are not looking for ideal or perfect solutions, but for moments where the risk of exclusion or unequal treatment may arise.</i> <i>Each person speaks from the perspective of their role, not their own opinions or experiences.</i> 2. Visualisation and entering the role (8 minutes)	to be read out by the facilitator. The number of role cards should match the number of participants (one role card per participant). You may invite participants to randomly select a role card from the full set, or you may pre-select a smaller number of role cards, depending on the topic or intersectional dimensions you would like to focus on during the exercise. The number of cases can be adjusted during the exercise depending on available time, responsiveness and engagement of the group, and issues that prove particularly important. However, it is necessary to discuss at least one case from each of the four thematic areas. Timekeeping is essential in this exercise, e.g., 5–6 cases × approx. 8 minutes per case = 40–50 minutes, plus summary. Plan for a break during the exercise, after the case-work part and before the	
--	---	---	--

	Silent visualisation (4 minutes) Ask participants to close their eyes or lower their gaze and silently reflect on the following questions [read slowly]: What does your morning look like? What do you have to “deal with” before leaving home? How do you get to the university? How do you feel when you enter the building? How do you feel in interactions with other students? Did you speak up today? What do you think about when you return home after university? What will you do for the rest of the day? What is most burdensome for you today? What gives you a sense of safety—and what takes it away? Grounding in the role (3 minutes) Ask participants to write 2–3 sentences starting with: • “As [character name], today I worry about...” • “At university I feel safe when...” • “The hardest thing for me is...” These reflections are not shared with the group—they should remain internal.	summary (between Stage 2 and Stage 3). Depending on the theme of the case (learning environment, teaching methodology, participation, or assessment), use the relevant reflection questions from the <i>InterHEd Toolkit</i> to support a deeper analysis of inequalities, barriers, and possible inclusive responses. Relevant Toolkit Questions – Learning Environments (<i>InterHEd Toolkit</i>, Chapter 4, pp. 41–42) When analysing the case, consider: • Who are the students involved in this situation? • What diverse needs (e.g. sensory, mobility, linguistic, cultural, digital, economic) might they have? • Is the learning environment accessible and inclusive for all students?	
--	---	--	--

	3. Explaining the case-work structure (2 minutes) Instructions for participants: <i>Each case will be read out loud. First, the people whose characters may experience difficulties in the situation speak, explaining why.</i> <i>Then we discuss what could be done differently. The facilitator will manage the speaking order and time.</i> STAGE 2: Working with cases Structure for working with each case: 1. Introducing the case (1 minute) 2. Identifying intersectional inequality risks (by indicating characters) (3–4 minutes) Guiding questions for the group: • Which character(s) might be in a more difficult situation? • At what stage does the difficulty appear (organisation, participation, assessment)? • What exactly is the barrier?	• Are technological, accessibility, or support needs recognised and addressed? Use these questions to identify potential barriers and discuss possible adjustments that could improve inclusion without lowering academic standards. Relevant Toolkit Questions – Teaching Methodologies (InterHEd Toolkit, Chapter 6.1, p. 59) When discussing the case, reflect on: • What assumptions are being made about students and how they learn? • Whose realities, experiences, or perspectives are recognised in the teaching approach? • Are power relations visible and addressed? • Could alternative teaching methods create more equitable learning opportunities? Use these questions to explore how teaching practices may unintentionally advantage	
--	---	--	--

	3. Micro-level teaching interventions (3–4 minutes) What small changes can a teacher introduce without lowering teaching quality? BREAK STAGE 3: Summary and reflection Stepping out of role (8–10 minutes) Instructions for participants: Stop speaking as your character and try to look at the experience from a meta-level: • What was difficult for you about being in this role? • What reflections or insights do you have after doing the exercise? Transferring to practice (10 minutes) Questions: • Which teaching decisions seemed neutral but turned out not to be? • What can I change in my teaching immediately or from next semester?	or disadvantage particular students. Relevant Toolkit Questions – Participation <i>(InterHEd Toolkit, Chapter 6.2, pp. 62–63)</i> When analysing participation in the case, consider: • Who is encouraged or able to participate? • Who may remain silent or excluded? • How are opportunities to contribute distributed? • Are there different ways for students to engage and participate? Use these questions to identify participation barriers and discuss strategies that support more equitable engagement. Relevant Toolkit Questions – Assessment <i>(InterHEd Toolkit, Chapter 6.3, pp. 66–67)</i> When discussing assessment-related situations, consider:	
--	--	--	--

	What requires a systemic decision, and what is within my own scope of action?	- Who benefits from the current assessment format? - What barriers may be created for particular students? - Are different forms of assessment possible? - Does the assessment allow all students to demonstrate their learning meaningfully? Use these questions to reflect on how assessment practices may reproduce or reduce inequalities.	
15'	WORKSHOP WRAP-UP / FEEDBACK 1. Silent closing reflection: one change (5 minutes) Ask participants to silently complete the sentences: <i>What did I like?</i> <i>It would be better if...</i> <i>What did I personally learn / contribute?</i> <i>What will I do next in my teaching?</i> No discussion—this should remain an internal “reserve” for the future.	Participants are encouraged to continue their reflection using the guiding questions included throughout Chapters 4–6 of the InterHEd Toolkit.	Paper + pens PowerPoint presentation (slide 25)

	1. Round in the group with the question: <i>What was most important for me today? What do I want to share?</i>		
--	--	--	--

5. LIST OF RERENCES

The items **highlighted in bold** constitute the core readings necessary to understand intersectionality.

Ahmed, S. (2004). Affective Economies. *Social Text* 22(79): 117–139.

Ahmed, S. (2012). *On Being Included: Racism and Diversity in Institutional Life*. Duke University Press.

Ahmed, S. (2005). *The Cultural Politics of Emotion*. Routledge.

Ahmed, S. K. (2018). *Being the change: Lessons and strategies to teach social comprehension*. Heinemann.

Andersen, M. L. (1991). Feminism and the American Family Ideal. *Journal of Comparative Family Studies*, 22(2), 235–46.

Andersen, M. L., and Hill Collins, P., eds. (1998). *Race, Class, and Gender: An Anthology, Third Edition*. Wadsworth Press.

Anthias, F., and Yuval-Davis, N. (1992). *Racialized Boundaries: Race, Nation, Gender, Colour and Class in the Anti-Racist Struggle*. Routledge.

Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785–810. <https://doi.org/10.1086/669608>

Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist

Politics. *The University of Chicago Legal Forum*, 1, 139–167.

Crenshaw, K. (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241–99.

Crenshaw, K. (1992). "Whose Story Is It Anyway? Feminist and Antiracist Appropriations of Anita Hill. In *Race-ing Justice, En-Gendering Power*, ed. Toni Morrison, 402–40. Pantheon.

Crenshaw, K. (1993). Beyond Racism and Misogyny: Black Feminism and 2 Live Crew. In *Words That Wound: Critical Race Theory, Assaultive Speech, and the First Amendment*, ed. Mari J. Matsuda, Charles R. Lawrence III, Richard Delgado, and Kimberle Crenshaw, 111–32. Westview.

Crenshaw, K. (1997). Color Blindness, History, and the Law. In *The House That Race Built*, ed. Wahneema Lubiano, 280–88. Pantheon.

d'Emilio, J., and Freedman, E. (1988). Race and Sexuality. In *Intimate Matters: A History of Sexuality in America*, 85–108. Harper and Row.

Davis, A. Y. (1978). *Rape, Racism and the Capitalist Setting*. *Black Scholar* 9(7): 24–30.

Davis, A. Y. (1981). *Women, Race and Class*. Random House.

Davis, A. Y. (1989). *Women, Culture, and Politics*. Random House.

Davis, A. Y. (1997). Race and Criminalization: Black Americans and the Punishment Industry. In *The House That Race Built*, ed. Wahneema Lubiano, 264–79. Pantheon.

Davis, A. Y. (1971/1995). Reflections on the Black Woman's Role in the Community of Slaves. In *Words of Fire: An Anthology of African American Feminist Thought*, ed. Beverly Guy-Sheftall, 200–18. New Press.

Davis, A. Y. (1998). *Blues Legacies and Black Feminism*. Vintage.

Davis, K., and Lutz, H. eds. (2024). *The Routledge International Handbook of Intersectionality Studies*. Routledge.

Hartsock, N. M. (1983). The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism. In *Discovering Reality*, ed. Sandra Harding and Merrill B. Hintikka, 283–310. D. Reidel.

Hill Collins, P. (1998). Intersections of Race, Class, Gender, and Nation: Some Implications for Black Family Studies. *Journal of Comparative Family Studies* 29(1), 27–36.

Hill Collins, P. (1998). It's All In the Family: Intersections of Gender, Race, and Nation. *Hypatia* 13(3), 62– 82.

Hill Collins, P. (1999). Producing the Mothers of the Nation: Race, Class and Contemporary U.S. Population Policies. In *Women, Citizenship and Difference*, ed. Nira Yuval-Davis. Zed Books.

Hill Collins, P. (1986). Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems* 33(6), 14–32

Hill Collins, P., and Bilge, S. (2020). *Intersectionality*. 2nd Edition. Polity.

Holloway, K. (1995). The Body Politic. In *Codes of Conduct: Race, Ethics, and the Color of Our Character*, 15–71. Rutgers University Press.

hooks, b. (1981/2015). Ain't I a Woman. *Black Women and Feminism*. Routledge.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. *Journal of Leisure Research*, 28(4), 316.

hooks, b. (1989). *Talking Back: Thinking Feminist, Thinking Black*. South End Press.

McCall, L. (2005) The Complexity of Intersectionality. *Signs*, 30(3), 1771–800.

Miles, A. (1998). North American Feminisms/Global Feminisms: Contradictory or Complementary? In *Sisterhood, Feminisms, and Power: From Africa to the Diaspora*, ed. Obioma Nnaemeka, 163–82. Africa World Press.

Mohanty, Ch. (1984). Under Western Eyes: Feminist Scholarship and Colonial Discourses. *Boundary 2*, 12(3), 333–358.

Scheurich, J. J., & Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased?. *Educational researcher*, 26(4), 4-16.

Spivak, G. C. (1999). *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard University Press.

Spivak, G. C. (2008). *Outside in the Teaching Machine*. Routledge.

Spivak, G. C. (1988). Can the Subaltern Speak. In Nelson, C., and Grossberg, L. eds. *Marxism and the Interpretation of Culture*. Macmillan.

Williams, P. J. (1995). *The Rooster's Egg: On the Persistence of Prejudice*. Harvard University Press.

Williams, P. J. (1991). *The Alchemy of Race and Rights: Diary of a Law Professor*. Harvard University Press.

Yuval-Davis, N. (1997). *Gender and Nation*. SAGE.

Yuval-Davis, N. (2006). Intersectionality and Feminist Politics. *European Journal of Women's Studies*, 13(3), 193-209.

Yuval-Davis, N. (2011). *The politics of belonging: Intersectional contestations*. SAGE.

INTERHED PUBLICATIONS AND RESOURCES

García-Romeral, Gloria, & Garcia-Castillo, Marina. (2025). *From reflection to action: The InterHEd Toolkit for Introducing Intersectionality in Higher Education Teaching*. Universitat de Vic-Universitat Central de Catalunya. https://repositori.uvic-ucc.cat/bitstream/handle/10854/180871/artconlli_a2026_garcia_romeral_gloria_from_reflection_2.pdf?sequence=1&isAllowed=y

García-Romeral, Gloria, Garcia-Castillo, Marina, & González-Ruiz, Lorena. (2025). *Innovative teaching methods: Report on pedagogical tools for integrating intersectionality into higher education teaching*. Universitat de Vic-Universitat Central de Catalunya. <https://mon.uvic.cat/interhed/files/2025/09/Innovative-Teaching-Methods-Report-EN.pdf>

García-Romeral, Gloria, Garcia-Castillo, Marina, & González-Ruiz, Lorena. (2026). *From legislative mandates to student demands: Institutionalising intersectionality in Spanish universities*. *Social Inclusion*, 14. <https://doi.org/10.17645/si.11641>

Leišytė, Liudvika, Deem, Rosemary, & Tzanakou, Charikleia. (2021). *Inclusive universities in a globalized world*. *Social Inclusion*, 9(3), 1–5. <https://doi.org/10.17645/si.v9i3.4632>

Mergner, Janina, Pekşen, Sude, & Leišytė, Liudvika. (2025). *Intersectionality at German universities: Empowering teaching staff as change agents with higher education didactic workshops*. *Social Inclusion*, 14. <https://doi.org/10.17645/si.9829>

Warat, Marta, Michcik, Julia, & Migalska, Aleksandra. (2025). *Intersectionality in Higher Education: Promising Practices in Teaching*. Uniwersytet Jagielloński. <https://mon.uvic.cat/interhed/files/2025/09/PROMISING-PRACTICES-EN.pdf>

6. ASSESSMENT AND EVALUATION

It is important to measure the effectiveness of the training in achieving the learning objectives and making any necessary adjustments for improvement.

Please find below a proposal to be adapted to each context:

Block 1. Demographics

1. How many years of university **teaching** experience do you have? Select an option.
 - ☐ More than 1 year, up to 3 years
 - ☐ More than 3 years, up to 5 years
 - ☐ More than 5 years
2. Which faculty or unit do you teach in? If you teach in more than one faculty/unit, please list all of them (open ended question)
3. What is your gender? **Select an option.**
 - ☐ Woman
 - ☐ Man
 - ☐ Non-binary person
 - ☐ Prefer not to answer
 - ☐ Other
4. What is your age? **Select an option.**
 - ☐ Under 25
 - ☐ 25-34
 - ☐ 35-44
 - ☐ 45-54
 - ☐ 55-64
 - ☐ Over 64
5. Do you have any characteristics (age, ethnicity, language, social class, functional diversity, sexual orientation...) that you feel impact your teaching process? **Select an option.**
 - ☐ Yes

- ☐ No
- ☐ Prefer not to answer

6. (If yes) Please describe it briefly: _____

Block 2: Previous knowledge

- 7.** Had you previously heard about the concept/term “intersectionality”?
- ☐ Yes
 - ☐ No
 - ☐ I am not sure / I don't know
- 8.** How would you rate your prior knowledge of intersectionality?
- ☐ Hard to say/ I am not sure
 - ☐ Basic knowledge
 - ☐ Moderate knowledge
 - ☐ Advanced knowledge
 - ☐ Very advanced knowledge
- 9.** Had you previously attended any workshop or class where intersectionality was included in the syllabus?
- ☐ Yes
 - ☐ No
 - ☐ I don't know

Block 3. Overall satisfaction: rate each statement from 1 to 5

1 = Strongly disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly agree

- Satisfaction: In general, I am satisfied with the training.
- Satisfaction: The training has met my needs and expectations.
- Satisfaction: I am satisfied with the trainer/facilitator of this training.
- Participation: I had enough chances to engage and share experiences.

- Participation: I felt comfortable sharing my ideas and experiences during the session.
- Clarity of content: The materials and explanations were clear and easy to understand.
- Organization: The structure and management of the training were effective.
- Timing: The duration of the sessions was appropriate.
- Practical relevance: the training helped me to further understand my teaching process from a perspective of intersectionality.
- Interest: I am interested in incorporating intersectionality in my teaching daily life.
- Self-reflection: this training has helped me to question my privileges / possible discriminations I have experienced.
- Learning: My understanding of the concept of intersectionality and its application within higher education contexts has increased.
- Overall satisfaction: I am satisfied with the training overall.

Block 4. Open ended questions:

- What did you like most about this training? Please provide specific examples.
- What did you like least about this training? Please provide specific examples.
- Which topics or areas would you like to explore further in relation to today's training content?
- Do you have any additional comments or suggestions on how we can improve the training?

7. ANNEXES – PRINTABLE MATERIALS

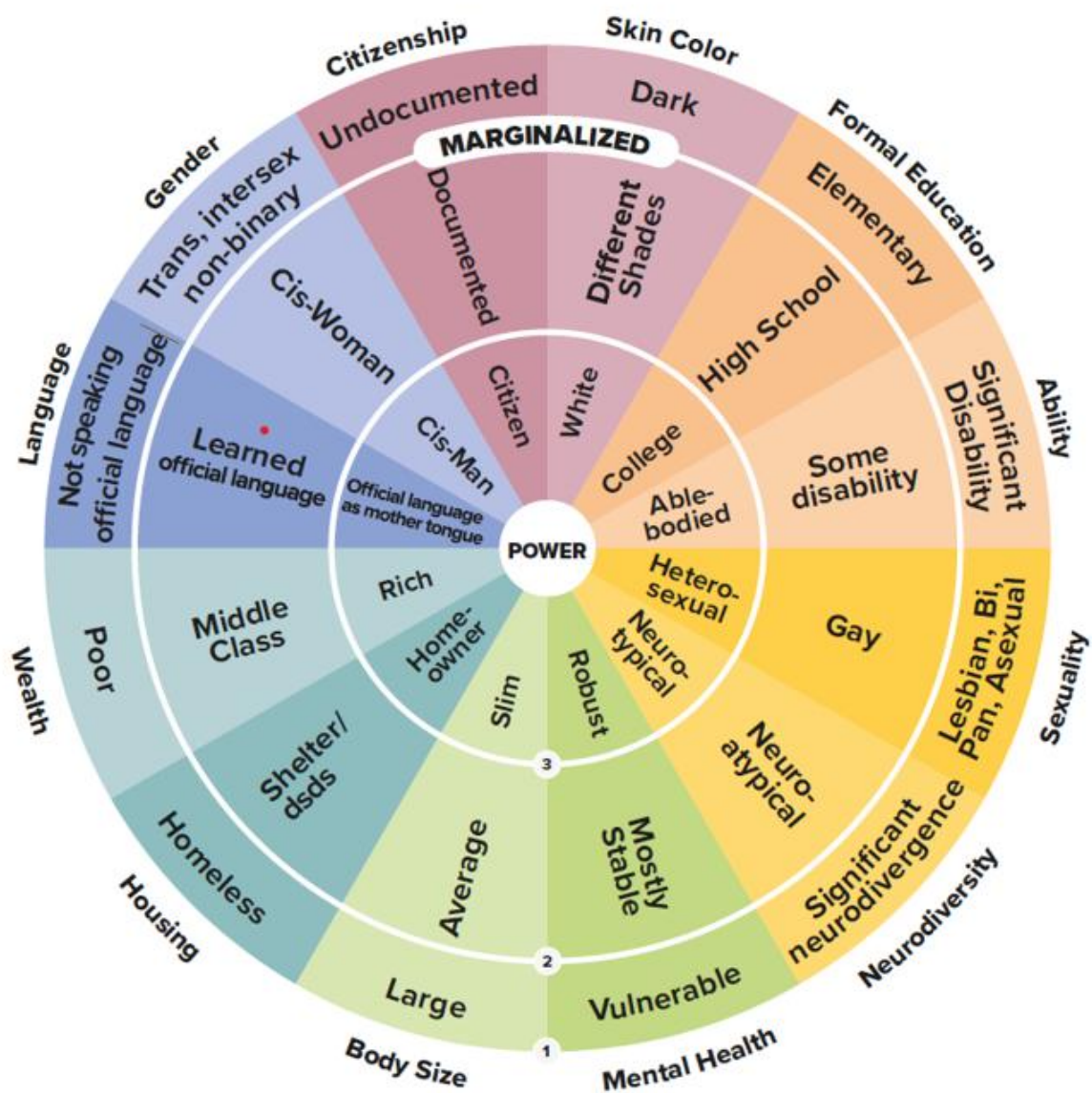
Material 1 – Wheel of Power Exercise 1.

Material 2 – Role cards and scenarios Exercise 2.

Material 3 – 4 Quadrant Training Evaluation Worksheet

Material 4 – PowerPoint presentation

Material 1 – Wheel of Power Exercise 1



Adapted from <https://ccrweb.ca/en>

Material 2 – Role cards and scenarios Exercise 2

ROLE CARDS

Samira (23) - Samira wears a hijab and is the only Muslim student in her programme. She often feels that her identity is reduced to her religious affiliation. Her family expects her to work in the family business alongside her studies, which significantly limits the time she can devote to university assignments.

Lukas (26) - Lukas is a student with a physical disability. While the main teaching building is accessible (no architectural barriers), additional activities sometimes take place in locations that are difficult for him to access. He also comes from a working-class family with no academic background and is the first person in his family to attend university.

Maria (21) - Maria is a lesbian who moved from a small town to attend university and is the first person in her family to study at a higher education institution. She experiences anxiety disorders and has dyslexia, which makes exams particularly challenging for her.

Ahmed (28) - Ahmed is an international student from Egypt. He studies in English and does not speak Polish. He often feels socially isolated due to limited contact with other students. In addition, he works part-time in an international corporation.

Daria (30) - Daria is a refugee from Ukraine who speaks Polish at a communicative level. She is also a single mother of a three-year-old child, which makes it difficult for her to balance childcare responsibilities with attending classes.

Tomas (20) - Tomas is a competitive athlete with daily training sessions and frequent competitions. He also lives with a chronic illness and must regularly attend medical appointments, which complicates his academic schedule.

Juno (24) - Juno is neurodivergent (on the autism spectrum) and non-binary. They often struggle with social dynamics in group work and do not always feel represented in heteronormative teaching materials. Large lectures are also challenging due to overwhelming visual and auditory stimuli.

Jonas (23) - Jonas comes from a large family and works 20 hours a week in the hospitality sector to support himself. He has ADHD, which makes it difficult for him to concentrate on long academic texts, and he also struggles with punctuality and time management.

Norbert (27) - Norbert studies while also being responsible for caring for his elderly grandfather, with whom he lives. He has mild hearing loss and relies on clearly recorded lectures or subtitles to follow the content.

Ella (24) - Ella has an invisible disability and lives with a chronic illness that often leaves her feeling fatigued and exhausted. She worries about being perceived as “lazy” when asking for support. She also comes from a low-income background and combines her studies with paid work. Maintaining a high GPA is important to her in order to receive a merit-based scholarship.

David (20) - David is gay. Although he is out in his student environment, he sometimes experiences subtle homophobic remarks at university, which affects his sense of safety. He also lives with generalized anxiety disorder and avoids spontaneous social interactions, making group work difficult.

Elena (24) - Elena is an international student from the Democratic Republic of the Congo who has lived in Poland for two years. She studies in English and communicates well in that language but struggles with complex texts and spontaneous group discussions.

Michel (30) - Michel has a visual impairment and uses a screen reader to access course materials. He is also the parent of a young child, which significantly limits his time flexibility.

Olga (23) - Olga is a student whose family emigrated from Belarus due to safety concerns related to their opposition activities. She speaks Polish with a noticeable accent. She lives with her parents and two siblings in a rented studio apartment.

Arkadius (49) - Arkadius is a mature student whose age sets him apart from most of his peers. He often feels overlooked in social interactions and when group activities are planned. During small-group work, he struggles to find peers willing to collaborate with him.

Muthu (33) - Muthu is a part-time student from Pakistan who is intensively learning Polish. He began his studies to improve his prospects on the labour market. To support himself, he works multiple jobs, mainly as a courier and delivery driver.

Danil (17) - Danil left Ukraine with his parents and two younger siblings after the outbreak of war. He chose to pursue university studies in Poland, although he is still learning Polish and does not speak it fluently. His parents and younger siblings currently live in Germany due to his father's work. His older brother is serving as a soldier on the front line, which causes Danil significant worry.

Karolina (22) - Karolina comes from a well-off, highly educated family where strong academic performance is the norm and an expectation. She struggles with depressive episodes and perfectionism, which leads her to delay submitting assignments or withdraw from classes when she feels she is "not good enough." She has no formal diagnosis or documentation, as seeking psychological support was long taboo in her environment. She is often told that she is "overreacting" or that she "has all the resources to cope."

Victor (25) - Victor is a student from Spain and the first person in his family to study abroad. In addition to language barriers, he faces financial insecurity and works remotely for a Spanish company, which affects his availability during class hours. In his previous education system, relationships with lecturers were highly hierarchical, making him hesitant to ask questions or negotiate deadlines—even when he has legitimate reasons to do so.

Ana (19) - Ana comes from a small, conservative town and is the first person in her family to study in a large city. She is highly motivated academically but feels lost in the new academic environment. She was raised to believe that "standing out is inappropriate," which makes participation in discussions difficult. Topics related to gender, sexuality, or equality trigger tension for her—not out of hostility, but because she lacks the language to articulate her doubts and emotions.

Omar (27) - Omar came to... [your country] as a teenager after experiencing war. He studies in... [your official language], which he speaks well, but under stress he struggles to express his thoughts precisely. He works night shifts in security, which affects his concentration and attendance in morning classes. He is sometimes perceived as

distant or disengaged, while in reality he is coping with trauma symptoms and chronic fatigue.

Natalia (34) - Natalia is the mother of a teenage child and returned to university after a long career break related to caregiving. She comes from a family with low cultural capital and often feels that she “doesn’t belong” in academia. She performs well academically but struggles with digital tools and fears that asking “technical” questions will expose her shortcomings. She frequently overworks herself to prove that she deserves her place at university.

Peter (23) - Peter commutes from a distant town and lives with his parents, whom he financially supports. He works part-time and cannot always afford textbooks or participation in additional, non-mandatory activities. He has diagnosed ADHD but does not use accommodations due to fear of stigma. He is often labelled as “chaotic,” despite investing significant effort in organising his studies.

Ling (21) - Ling is from China and is the only East Asian student in her cohort. She studies in English, but experiences strong stress in situations requiring spontaneous speaking. In her previous education system, accuracy and listening were valued over speaking up. She also faces family pressure to achieve high results and feels responsible for “representing” her culture.

Jan (28) - Jan is a transgender person currently undergoing transition and works alongside his studies to support himself. His legal documents have not yet been updated, which causes administrative difficulties and stressful situations during classes. He comes from a small town and does not receive family support. While he wants to study in peace, repeated microaggressions and misgendering increasingly lead him to withdraw from group interactions.

Discussion Scenarios Across Four Teaching Areas**AREA I: LEARNING ENVIRONMENT AND CONDITIONS (2 cases)****Scenario 1: “Evening Classes as the Default”**

Most classes in the programme take place between 6:00 and 9:00 p.m. The lecturer argues that this schedule is “convenient for working students” and reflects the programme’s flexible nature. Attendance is mandatory and counts toward course completion. No alternative participation options or recordings are provided.

Discussion prompts:

- Does “flexibility” work the same way for everyone?
- Which students may be structurally excluded?

Potential challenges for:

Daria (single parent), Michel (parent + visual impairment), Tomas (athletics + chronic illness), Norbert (caregiver), Muthu (multiple jobs)

Scenario 2: “A Classroom with History”

Classes take place in a historic lecture hall: no elevator, fixed seating, poor acoustics, no microphone, and no power outlets. The lecturer emphasises the “academic atmosphere” and sees no need to change the location because “this is how it has always been.”

Discussion prompts:

- When does tradition become a barrier?
- Who bears the cost of “neutral” organisational decisions?

Potential challenges for:

Lukas (mobility disability), Norbert (hearing loss), Michel (screen reader use), Juno (sensory sensitivity), Ella (chronic illness)

AREA II: MATERIALS AND TEACHING METHODS (2 cases)**Scenario 3: “Participation Equals Speaking Up”**

In seminar classes, participation is assessed mainly through the frequency of oral contributions. The lecturer rewards spontaneous comments, quick reactions, and live discussion. No alternative forms of participation (written, asynchronous) are offered.

Discussion prompts:

- What counts as “participation,” and who defines it?
- Are pace and form of expression culturally and health-neutral?

Potential challenges for:

Juno (autism, non-binary), David (anxiety), Maria (anxiety + dyslexia), Ahmed (studying in English), Elena (language barriers)

Scenario 4: “Group Work Without the Option to Change Teams”

The entire course is based on one group project carried out over the semester. Groups are assigned randomly and remain fixed. Conflicts, unequal workload, or communication problems are expected to be resolved by students themselves.

Discussion prompts:

- Who bears the cost of “learning teamwork”?
- How do social and health-related inequalities affect group dynamics?

Potential challenges for:

Jonas (ADHD + work), Arkadius (age), Samira (religion + family pressure), Ahmed (social isolation), Olga (housing situation)

AREA III: ASSESSMENT AND EXAMS (2 cases)**Scenario 5: "Online Exam—Flexible, But..."**

The exam takes place online within a fixed two-hour window. It requires stable internet access, a quiet space, and reliable equipment. No alternative arrangements are offered.

Key questions:

- For whom is "remote" an advantage?
- How do housing and economic conditions affect assessment equity?

Potential challenges for:

Olga (overcrowded housing), Muthu (irregular work hours), Ella (fatigue), Danil (family stress + language), Ahmed (work schedule)

Scenario 6: "Oral Exams as a More Human Option"

The lecturer offers an oral exam instead of a written one, viewing it as less stressful and more fair. The exam takes place publicly, in the presence of other students.

Discussion prompts:

- Does "less formal" always mean "less stressful"?
- How do cultural, linguistic, and health differences shape this experience?

Potential challenges for:

Maria (anxiety), David (social anxiety), Ahmed (language), Elena (spontaneous speaking), Juno (social pressure)

AREA IV: CURRICULUM AND PROGRAMME (2 cases)**Scenario 7: "Canonical Knowledge as the Only Path"**

The course syllabus is based exclusively on classical texts by European authors. No contemporary commentaries or alternative perspectives are included. The exam requires precise knowledge of original formulations.

Discussion prompts:

- Who is the “default” audience of the canon?
- How do cultural and linguistic capital shape academic success?

Potential challenges for:

Ahmed, Elena, Samira, Danil, Jonas

Scenario 8: “Full Freedom of Topic = Full Responsibility”

In a thesis seminar, students have complete freedom to choose their topic. There is no list of suggested topics or methodological workshop. It is assumed that everyone “already knows how to write an academic paper.”

Discussion prompts:

- For whom is autonomy a resource, and for whom is it a burden?
- How does this reinforce existing privilege?

Potential challenges for:

Łukas (first-generation student), Maria, Jonas, Arkadius, Olga

Material 3 – 4 Quadrants Training Evaluation Worksheet

1. What I liked?	2. Been better if...
3. What I personally learned or contributed?	4. What will I do next in my teaching?

Material 4 – PowerPoint presentation.

Intersectionality in Higher Education: Training for Teachers



LET'S MEET...

Insert photo here

*Full name, function, affiliation of the
1st trainer*

Insert photo here

*Full name, function, affiliation of the
2nd trainer*

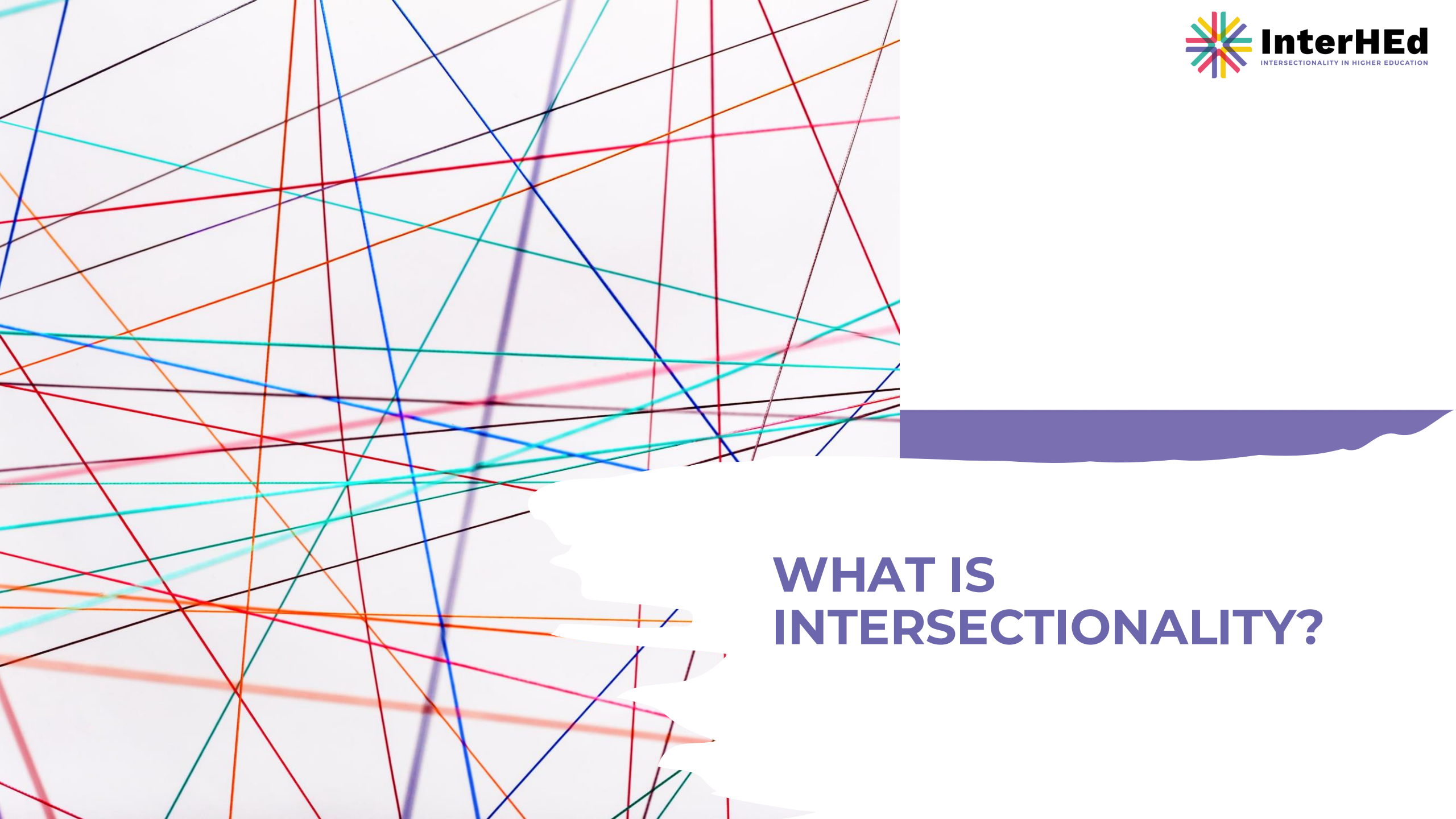


AGENDA

1. Intersectionality: Definition and Approaches
2. Exercise: My Teaching Positions – Intersectional Map of Identity
3. Break
4. Intersectionality in Higher Education: Learning Environment, Learning Materials, Methods and Assignments
5. InterHEd Project Results
6. Good Practices in Teaching
7. Exercise: Living the Case – an Intersectional Simulation of Teaching Practices
8. Feedback

GROUP CONTRACT / RULES OF COMMUNICATION

- Treat others as you would like to be treated
- Safe space for exchange
- What is said in the workshop, stays in the workshop
- Respectful and constructive feedback
- ...



WHAT IS INTERSECTIONALITY?

TWO APPROACHES TO UNDERSTAND DIVERSITY

- **MORE RIGID**

diversity as differences (Loden & Rosener, 1991) = every individual as distinguishable from the other based on particular categories

- **LESS RIGID**

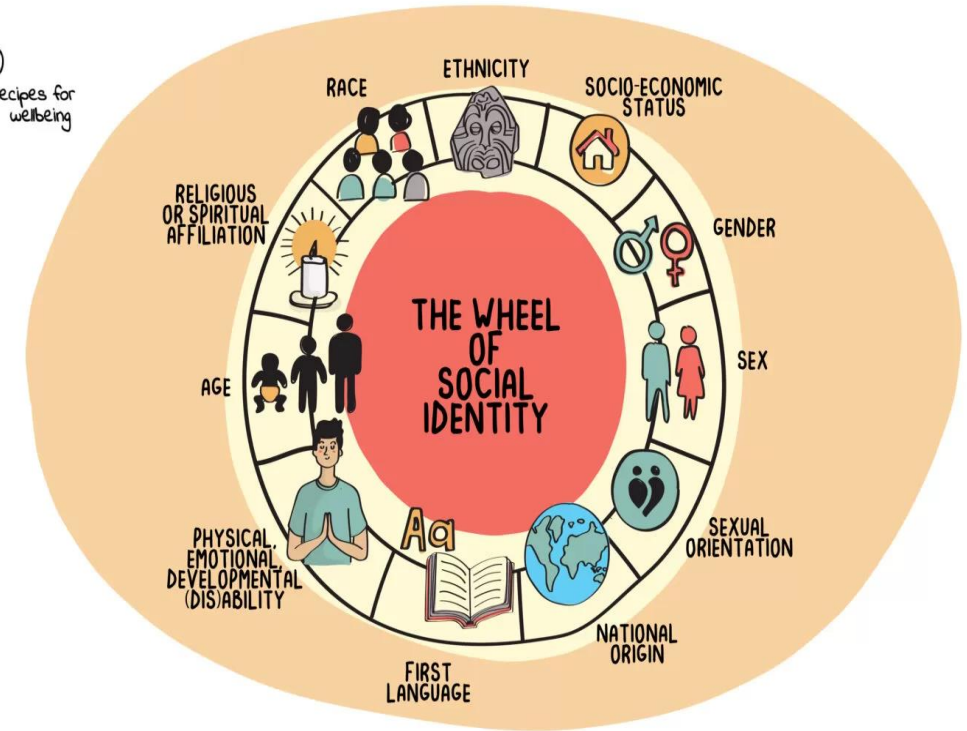
diversity as differences and commonalities = people usually belong to several groups and that differences exist even between members of a particular group (Thomas & Ely, 1996)



AXES OF INEQUALITY

The divisions according to which socially valued resources are distributed unequally.

- Age / Life cycle
- Disability / Functional diversity / Discapacity
- Ethnicity/racialization
- Origin/migration
- Sex / Gender
- Religion / beliefs
- Sexual orientation and gender identity / LGBTBI
- Social class / Socioeconomic position



Source: <https://www.recipesforwellbeing.org/the-wheel-of-social-identity/>

INTERSECTIONALITY

- First introduced by Kimberle Crenshaw in 1989
- The concept describes how different systems of inequality and social identity markers – such as gender, race, class, disability, or sexuality – interact with one another. It highlights that individuals experience the world through multiple, overlapping identities, which can shape distinctive forms of advantage and disadvantage (Crenshaw, 1989).



TYPES OF INTERSECTIONALITY (CRENSHAW 1991, 2019)

Structural

Political

Representational



STRUCTURAL INTERSECTIONALITY

People stand at different points along multiple inequality axes, and their intersections create specific experiences shaped by distinct power systems and context.

How overlapping social identities (such as race, gender, and class) expose people to compounded forms of systemic inequality that are built into institutions and social structures.

POLITICAL INTERSECTIONALITY

People belonging to multiple marginalized groups have distinct experiences and needs, so equality work must adapt systems to this diversity to ensure no one is overlooked.

How political action—both institutional and activist—can reproduce or challenge inequalities, reminding us that all policies have intersectional effects, that we must avoid competing axes, and that prioritizing the most relevant ones in a given context prevents paralysis.



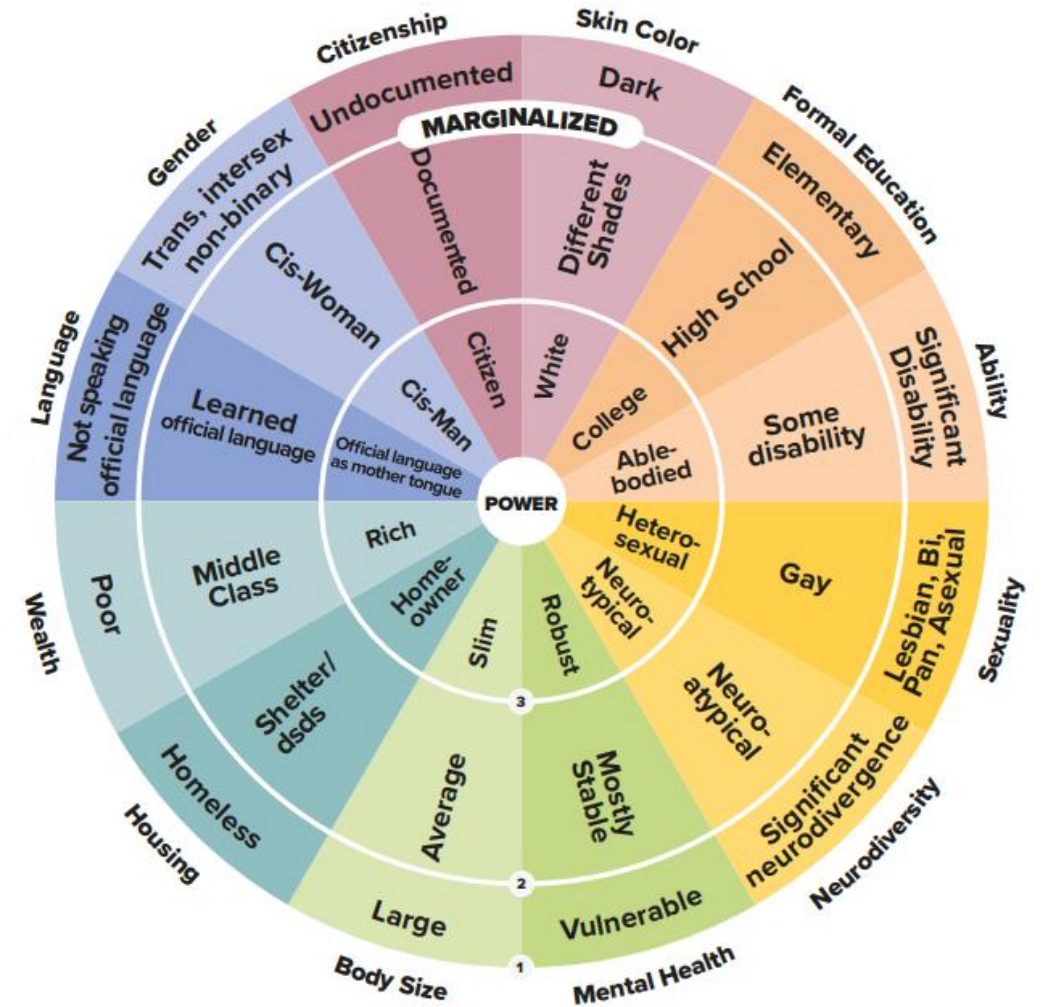
REPRESENTATIONAL INTERSECTIONALITY

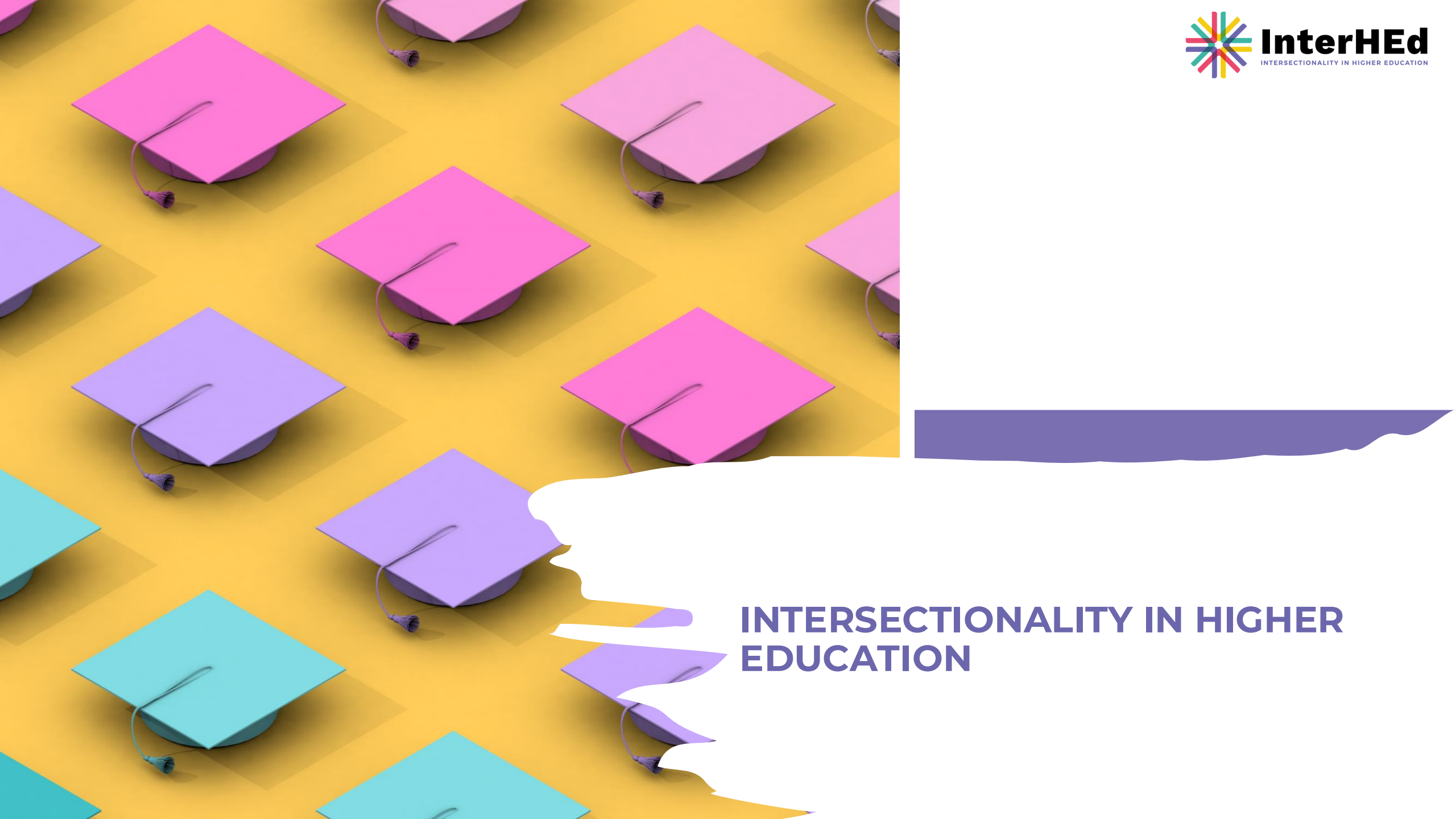


How cultural images, stereotypes, and narratives portray people who sit at the intersection of multiple marginalized identities

It highlights how these portrayals can distort or erase their experiences, reinforcing biases that shape public perception and social norms

EXERCISE: MY TEACHING POSITIONS – INTERSECTIONAL MAP OF IDENTITY





INTERSECTIONALITY IN HIGHER EDUCATION

LEARNING ENVIRONMENT

Set of conditions in which learning takes place — including the physical or digital space, the social atmosphere, communication style, safety, accessibility, group dynamics.

- How does my own positionality influence the inclusiveness of the learning environment I create?
- Whose needs and identities might be overlooked in my current learning environment?
- Which barriers (physical, digital, social) could impact students differently depending on their intersecting identities?
- How can I adjust space, communication, and interaction so students with diverse identities feel safe and included?



LEARNING MATERIALS AND TEACHING METHODS

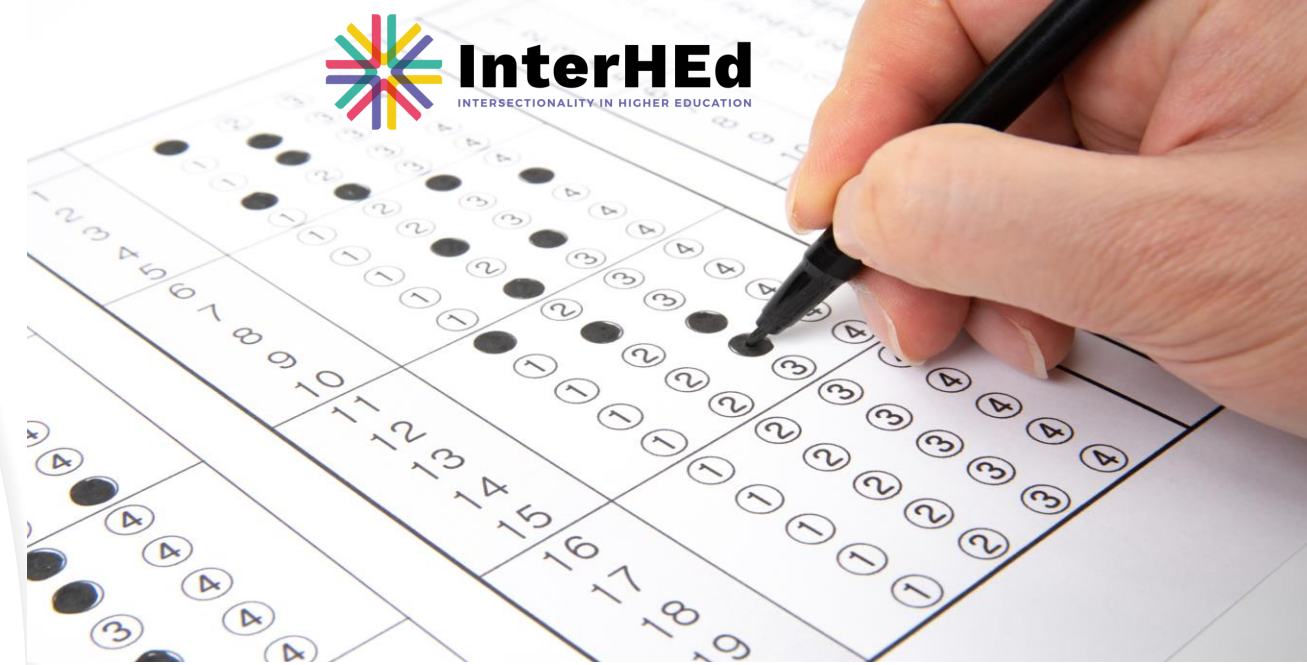
Learning materials = resources used to support learning (texts, books, articles, slides, presentations, videos, podcasts, images, worksheets etc.)

Teaching methods = approaches or techniques used to organize the learning process (teachers-centred vs. students-centred, i.e. lectures, group work, discussions, project-based or problem-based learning, role plays and simulations etc.)

- Whose voices, perspectives, and bodies are represented (or missing) in the materials I choose, and how might this affect students with marginalized identities?
- What are „typical“ methods that I use in my teaching?
- How do my preferred teaching methods reflect my own positionality, and do they advantage some groups of students over others?
- Which method would you like to check with regard to their sensibility towards intersectionality and diversity?



Teaching Approach	Teaching Method	Definition	Activities
Teacher-Centered	Lecture	Instructor presenting material and answering student questions that arise. Students receive, take in and respond	Demonstration, modeling, questions, presentation, note-taking
	Directed discussion	Class discussion that follows a pre-determined set of questions to lead students to certain realizations or conclusions, or to help them meet a specific learning outcome	Direct, specific or open-ended questions that are connected to learning outcomes and include varied cognitive processes
	Direct instruction	Lecturing, but includes time for guided and independent practice	Create mind/concept maps, free writes, one-sentence summary, one minute papers
Student-Centered	Interactive lecture	A lecture that includes 2-15 minute breaks for student activities every 12-20 minutes	Multiple-choice items, solving a problem, comparing and filling in lecture notes, compare and contrast, paraphrase ideas, answer knowledge and comprehension questions
	Problem-based learning	Student groups conducting outside research on student-identified learning issues to devise one or more solutions to problems or dilemmas presented in a realistic story/situation	Review and critique research studies, work in groups to solve a specific open-ended problem, labs
	Role play and simulations	Students acting out roles in a realistic and problematic social or interpersonal situation	Real-life situations and scenarios, debates, interviews, frame simulation



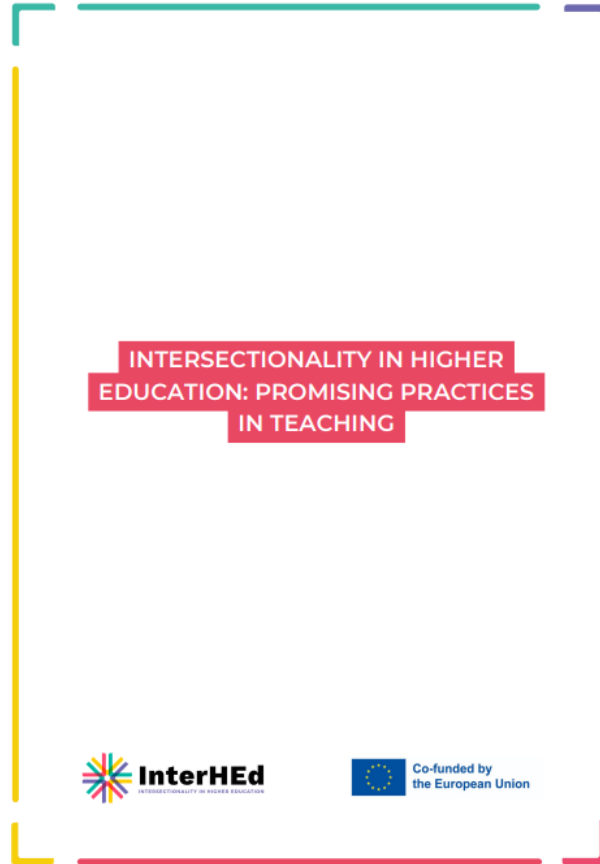
EXAM AND ASSIGNMENT

Exams typically measure a student's ability to demonstrate knowledge, analytical skills, and independent problem-solving under time-limited and controlled conditions.

Assignments, on the other hand, assess learning over an extended period and allow students to engage more deeply with the material.

- How might students from different social backgrounds experience particular barriers in high-pressure exam conditions—and what changes could make exams more equitable?
- Do the exam formats or timing unintentionally privilege certain groups of students and how could alternative assessment approaches reduce these inequalities?
- How might expectations for academic writing, communication style, or access to resources reproduce inequalities among students with different identities—and what supports could be introduced to mitigate these gaps?

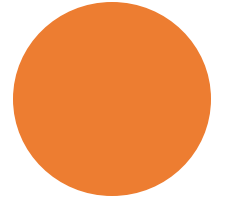
INTERHED PROJECT RESULTS



<https://mon.uvic.cat/interhed/files/2025/09/PROMISING-PRACTICES-EN.pdf>



<https://mon.uvic.cat/interhed/files/2025/09/Innovative-Teaching-Methods-Report-EN.pdf>



GOOD PRACTICES IN TEACHING: LEARNING ENVIRONMENT



"WHO IS IN THE CLASSROOM"

(SEE: PROMISING PRACTICES IN TEACHING, P. 40)



„BRAVE SPACE"

(SEE INNOVATIVE TEACHING METHODS REPORT, P. 11)



„TALKING CIRCLES"

(SEE: INNOVATIVE TEACHING METHODS REPORT, P. 25)

GOOD PRACTICES IN TEACHING: MATERIALS AND METHODS



Academic course at the University of Warsaw

"Contemporary
changes in the Polish
Language: inclusive
language and other
lexical-grammatical
phenomena"

(see: *Promising Practices in
Teaching*, p. 36)



Learning for Justice

(see: *Promising
Practices in
Teaching*, p. 40)



Problem-based learning through fiction

(see: *Innovative
Teaching
Methods Report*,
p. 63)

GOOD PRACTICES IN TEACHING: EXAMS AND ASSIGNMENTS



ONLINE SURVEYS/FORMS BEFORE CLASSES START (CLARIFYING TOPICS, ADJUSTMENTS, NEEDS, PREFERRED FORMS OF ASSESSMENT)



PROVIDING TIME FOR REFLECTION (1–2 MINUTES TO THINK AND JOT DOWN AN ANSWER BEFORE SPEAKING)



ADJUSTING THE FORM OF ASSESSMENT TO THE NEEDS OF THE STUDENT (I.E. RECORDING A PRESENTATION INSTEAD OF DELIVERING IT IN CLASS)



OPTIONAL ONLINE DISCUSSION FORUM (EXTRA POINTS FOR PARTICIPATION)

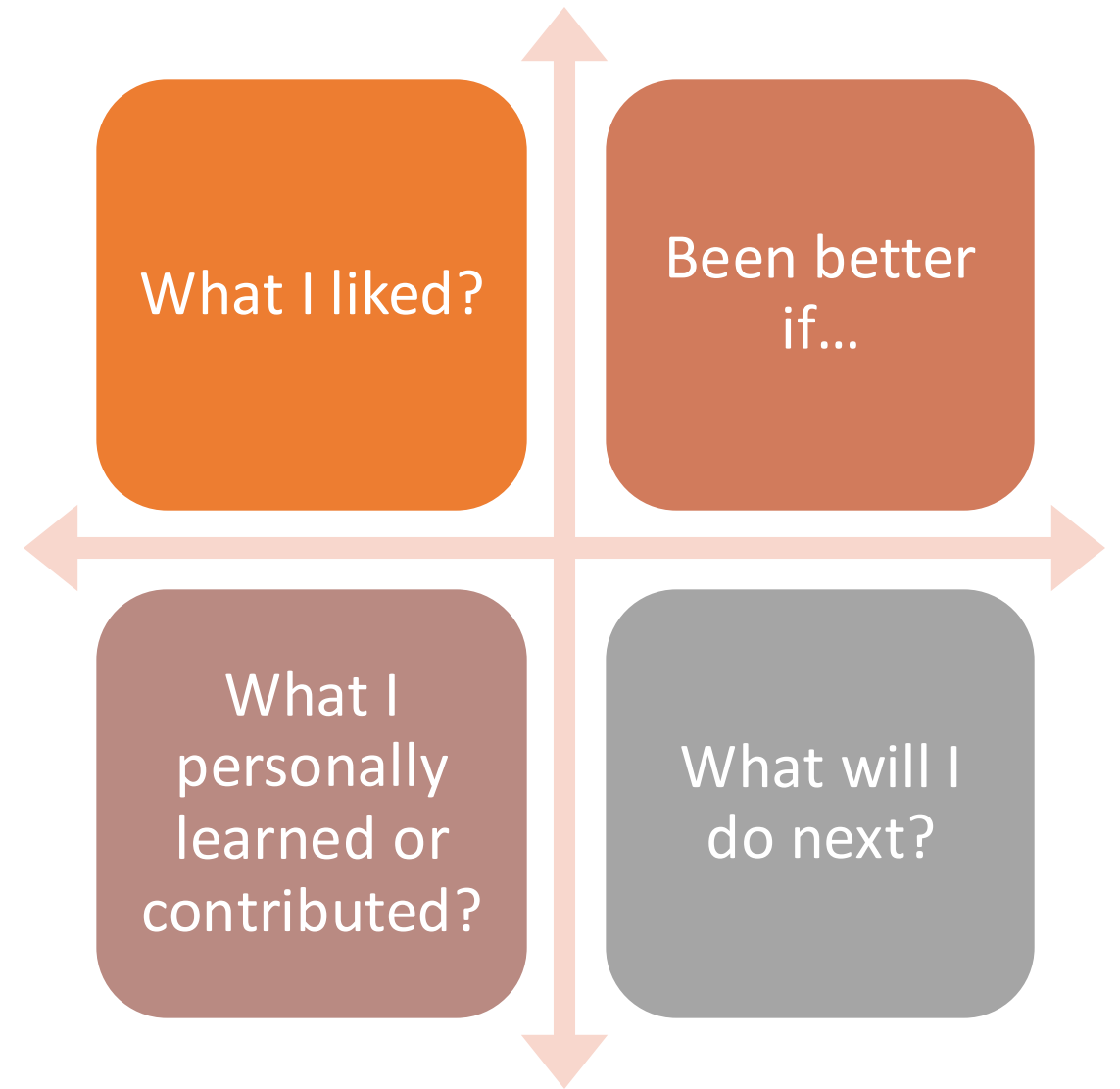


**BREAK
15 MINUTES**

LIVING THE CASE –
AN
INTERSECTIONAL
SIMULATION OF
TEACHING
PRACTICES



FEEDBACK



REFERENCES

- Crenshaw K. (1989). Demarginalizing the intersection of race and sex: Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989, 139–168.
- Crenshaw K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43, 1241–1299.
- Crenshaw K. (2019). Unmasking colorblindness in the law: Lessons from the formation of Critical Race Theory. In Crenshaw K. W., Harris L. C., HoSang D. M., Lipsitz G. (Eds.), *Seeing race again: Countering Colorblindness across the disciplines* (pp. 52–84). University of California Press.
- Loden M., Rosener J.B. (1991). *Workforce America! Managing Employee Diversity as a Vital Resource*. Illinois: Business One Irwin 1991.
- Thomas D. A., Ely, R. J. (1996). Making Differences Matter: A New Paradigm for Managing Diversity. *Magazine* (September–October 1996).

THANK YOU!



Co-funded by
the European Union



**Co-funded by
the European Union**

2023-1-ES01-KA220-HED-000160620

in /interhed

 mon.uvic.cat/interhed/