



GEDIS - Gender Diversity in Information Science:

Challenges in Higher Education

Project Reference: 2024-1-ES01-KA220-HED-000246558

<https://ub.edu/GEDIS>



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What Data Are You Collecting?

Inclusive Perspectives in Gender-Focused Research

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OER Teaching Guide

Barcelona, 15/05/2025



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About this Guide

This guide is primarily intended for **teaching staff** but can also be used by **librarians and students**. **Librarians** may use it to support training sessions or integrate it into information literacy activities. **Students** may benefit from it for self-directed learning, project development, or group discussions on inclusive research methods.

1. Purpose of the OER

This Open Educational Resource (OER) is designed to support academic communities in understanding how to collect sociodemographic data in an inclusive, ethical and methodologically sound way. Complementing the objectives of the GEDIS project, it highlights gender-related factors and intersectional settings. It is meant to be applied in several fields of higher education, particularly in Librarianship and Information Science (LIS).

2. Learning objectives

At the end of the session, participants will be able to:

- a) Explain the purpose of collecting inclusive sociodemographic data.
- b) Identify and define key categories (e.g., gender identity, ethnicity, disability).
- c) Formulate inclusive and respectful questions for data collection.
- d) Understand ethical considerations in handling sensitive data.
- e) Reflect on the implications of these principles for research, teaching or service design.



3. Suggested Use in the Classroom

Present the infographic as a visual entry point to the topic.

Discuss each section (Why collect? How to ask? Key categories? Ethics? Use?).

Link the infographic to real data collection needs (e.g. course evaluations, library surveys).

Activity 1: Evaluate a Data Collection Form

Participants review an existing form (course feedback, application, etc.) and identify:

- Non-inclusive language or binary options.
- Missing categories or phrasing that limits self-identification.
- Ethical concerns (e.g. forced answers, lack of anonymity).

Output: A checklist or short report with suggestions for improvement.

Activity 2: Redesign Inclusive Questions

In small groups, participants rewrite traditional demographic questions to make them inclusive.

Focus:

- Gender identity (beyond male/female).
- Ethnic origin (open self-identification).
- Disability (functional status rather than medical terms).

Tools: Post-its, editable PDFs, shared documents.



Activity 3: Create a Micro-Policy for Data Collection

Each group proposes brief internal guidelines for inclusive and ethical sociodemographic data collection.

Output: One-slide presentation or poster.

4. Questions for Reflection

- Why is it important to include gender and diversity variables in data collection?
- What are the risks of using binary or exclusionary categories?
- How can institutions ensure that data collection respects both ethics and inclusivity?

5. Evaluation Rubric (Basic Criteria)

Criterion	Excellent (4)	Good (3)	Needs Improvement (1–2)
Understanding of Inclusive Data	Demonstrates deep understanding of concepts and categories.	Shows basic understanding with minor confusion.	Misunderstands or omits key ideas.
Ethical Reasoning	Strong attention to confidentiality and consent.	Generally appropriate with minor gaps.	Ethical considerations poorly addressed.
Inclusive Question Design	Questions are respectful, clear, and cover key categories.	Some inclusive phrasing used, with room for improvement.	Questions are binary or lack inclusivity.
Participation and Collaboration	Actively engages with peers and contributes meaningfully.	Participates occasionally and offers relevant input.	Rarely participates or lacks focus.



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