

Gender in der Forschung

Dr. Bettina Jansen-Schulz

Gendered Innovations

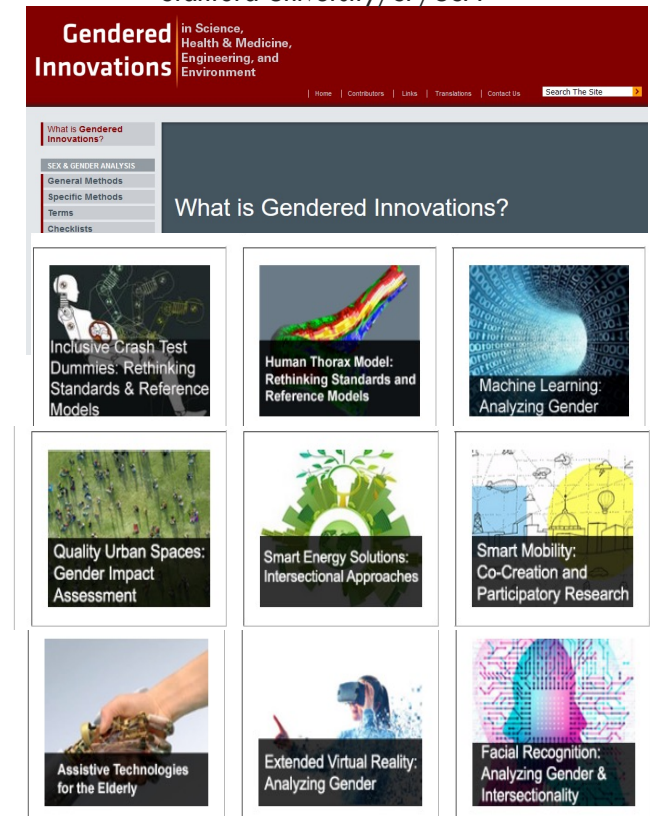
- **Gendered Innovations** harness the creative power of sex, gender, and intersectional analysis for innovation and discovery. Considering these approaches may add valuable dimensions to research. They may take research in new directions.
- The term “gendered innovations” was introduced by Prof. Londa Schiebinger **in 2005**, who launched the project
- “Gendered Innovations in Science, Health & Medicine, Engineering, and Environment” at Stanford University in 2009.
- Taking **the gender dimension into account** can...
 - -add valuable dimensions to research and
 - -steer it in new directions, as well as
 - -save lives and money!
- In **2011**, the EU Commission set up an expert group on “Innovation through Gender”
- From **2018 to 2020**, another EU expert group updated and expanded the methods and case studies on gendered innovations.
- The Gendered Innovations **portal** contains 40 case studies. 
- It offers scientists, in particular
- -concrete examples of how gender-specific and intersectional analyses can lead to innovations.

See also [Gendered Innovations 2: How Inclusive Analysis Contributes to Research and Innovation](#). **IN EU**



Project Director Gendered Innovations

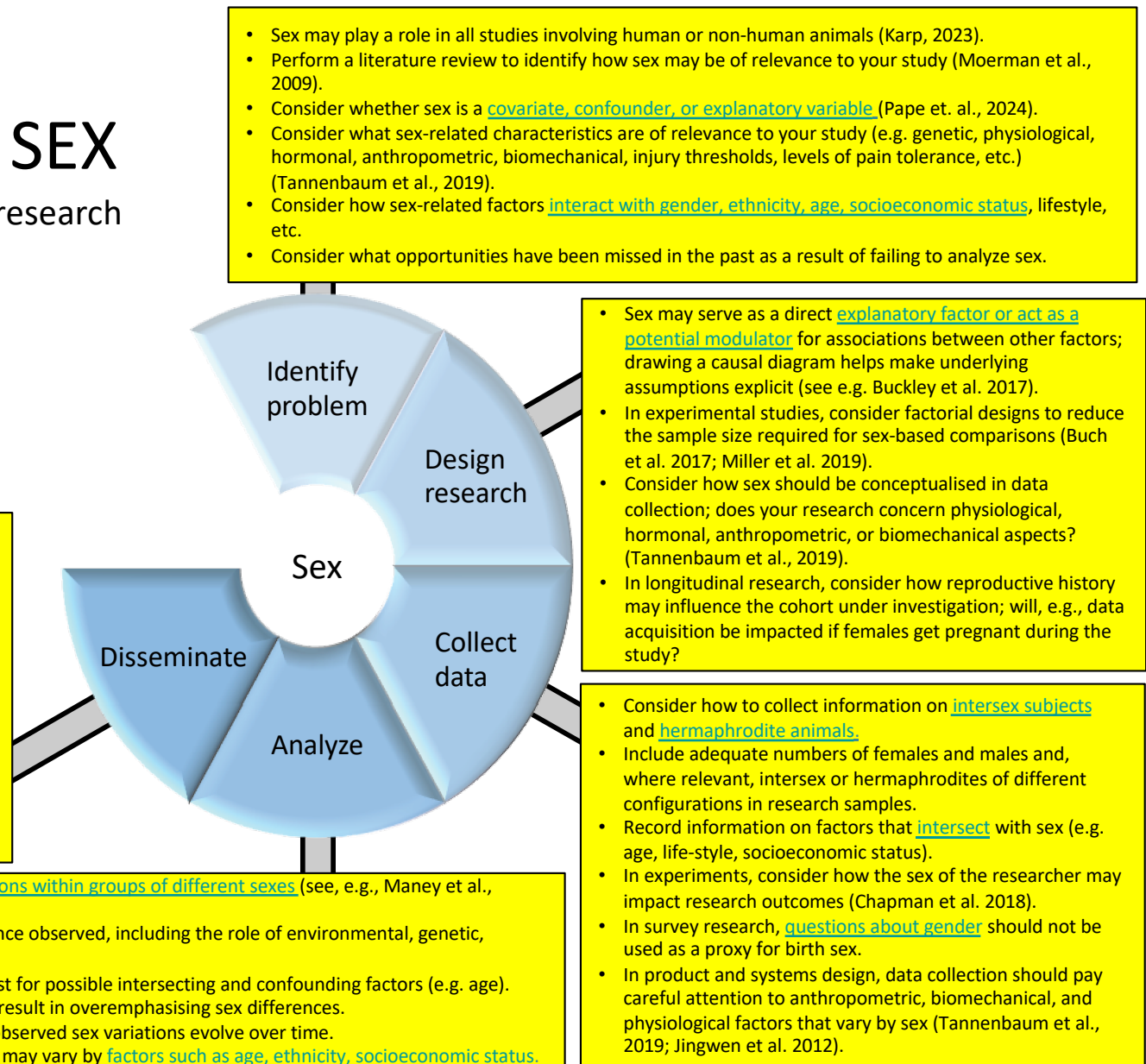
John L. Hinds Professor of History of Science,
Stanford University/SF/USA



<http://genderedinnovations.stanford.edu/> (30.05.2025)

ANALYZING SEX

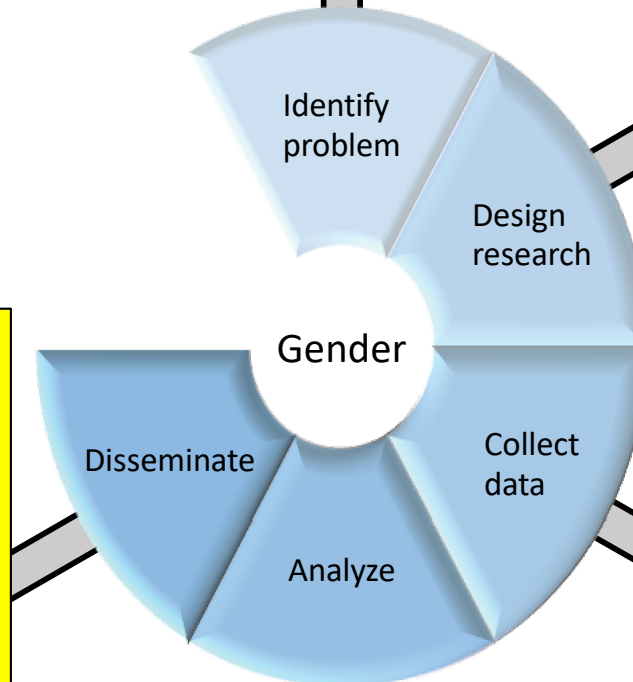
enhances all phases of research



<https://genderedinnovations.stanford.edu/methods/sex.html> 30.05.2025

ANALYZING GENDER

enhances all phases of research



- Gender may play a role in all studies involving humans (Tannenbaum et al., 2019).
- Perform literature searches with adequate terms for "gender" and "sex" (Oertelt-Prigione et al., 2010).
- Consider the project's relevance in relation to different [gender identities, norms, and relations](#).
- Consider [relevant factors intersecting with gender](#) (age, socio-economic status, ethnicity, etc.).
- Reflect upon your own gender assumptions in relation to the project.
- Consider what opportunities may be missed by failing to analyse gender and intersecting factors

- Consider how to [involve diverse groups of research subjects/end-users](#) in the project life-cycle to ensure inclusive solutions.
- Consider which methods (qualitative and quantitative) are suited for examining the gender dimensions of relevance to your project.
- Use appropriate sample sizes for gender comparison (Sell, 2017).
- When [measuring gender in survey research](#), ensure that your instrument has been psychometrically validated in the target population (Steenkamp & Baumgartner, 1998).
- Inspect your [analytical concepts, categories, and theoretical models](#) for misguided or stereotypical assumptions.
- Consider the risk of stereotyping or excluding relevant groups.

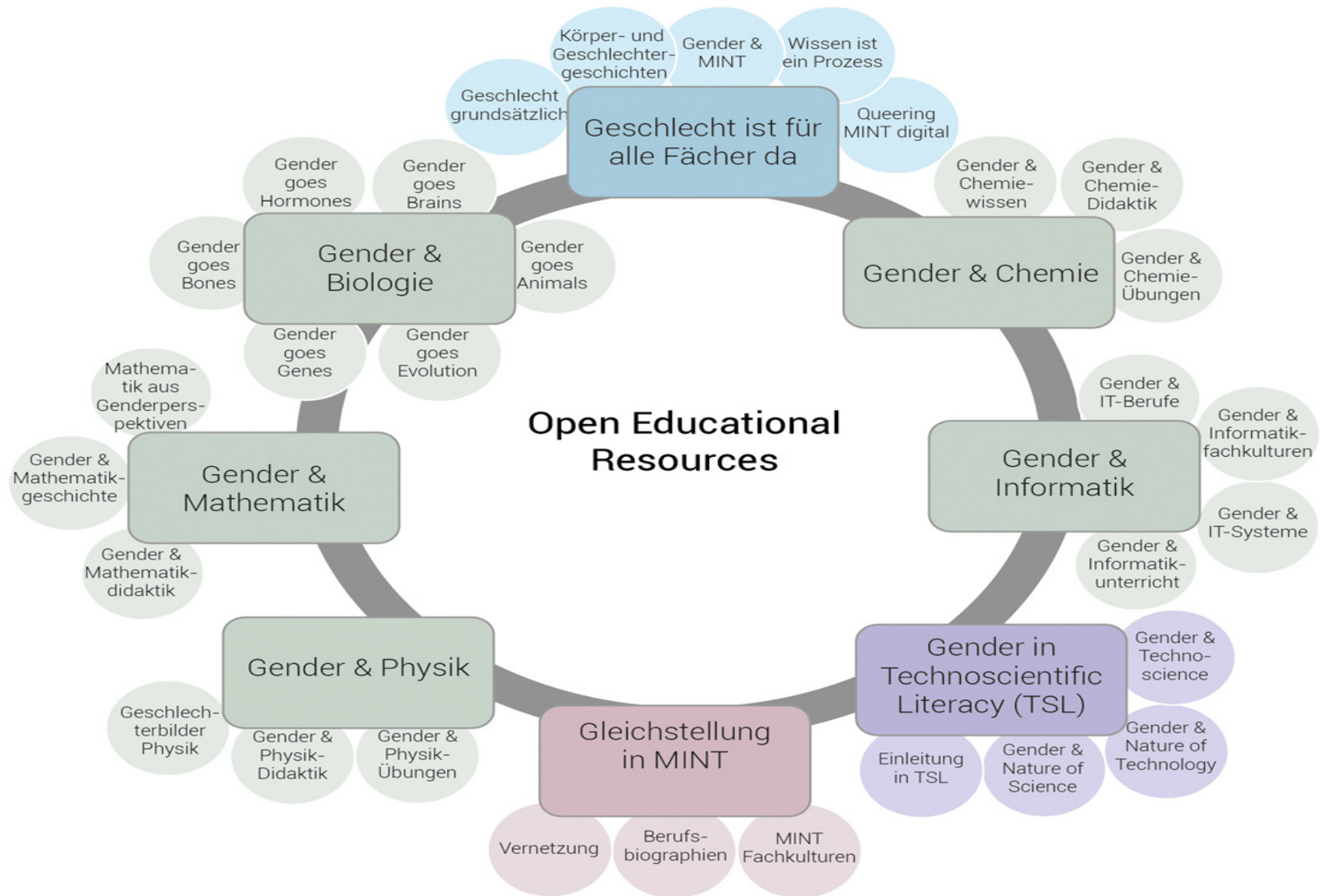
- Collect data across gender characteristics (e.g. gender norms, gender identities, and gender relations) and intersecting factors.
- In survey research, use [the two-step approach](#) to collect data on gender identity and birth sex (Deutsch et al 2013). Ensure that all participants feel safe disclosing their gender identity.
- Ensure equal access for women, men and gender-diverse individuals. Is oversampling needed to ensure a sufficient number of gender-diverse participants? (Vaughan, 2017).
- Consider how gender relations between researchers and participants may impact data collection (Chapman et al. 2018).

- Conduct analyses of relevant factors related to [gender norms, gender identity, and gender relations](#) (Nielsen et al., 2021).
- When [using existing data](#), consider the cultural or institutional contexts in which the data were generated for potential gender biases.
- Examine similarities *between* groups (i.e. men, women, and gender-diverse individuals) and variations *within* groups (Hyde, 2005).
- Examine how observed differences between women, men and gender-diverse individuals relate to gender norms and relations.
- Examine how observed gender differences [vary by factors such as age, ethnicity, socioeconomic status](#).
- In longitudinal studies, examine how observed gender variations evolve over time.
- Consider how gender norms, identities and relations intersect to shape people's experiences, opportunities and practices.

- Report sample [characteristics by gender, sex, and relevant intersecting variables](#).
- Report how information on gender identity was obtained.
- Disaggregate reported results by sex and gender.
- Report all results: positive, negative, and inconclusive.
- Ensure that gender variations are properly reported in tables, figures, and conclusions.
- Avoid overemphasizing gender differences. Are the observed variations of practical significance? (Nelson, 2017).
- Consider following the SAGER publication guidelines (Heidari et al., 2016).

<https://genderedinnovations.stanford.edu/methods/gender.html> 30.05.2025

Gender-Diversity in STEM Disciplines

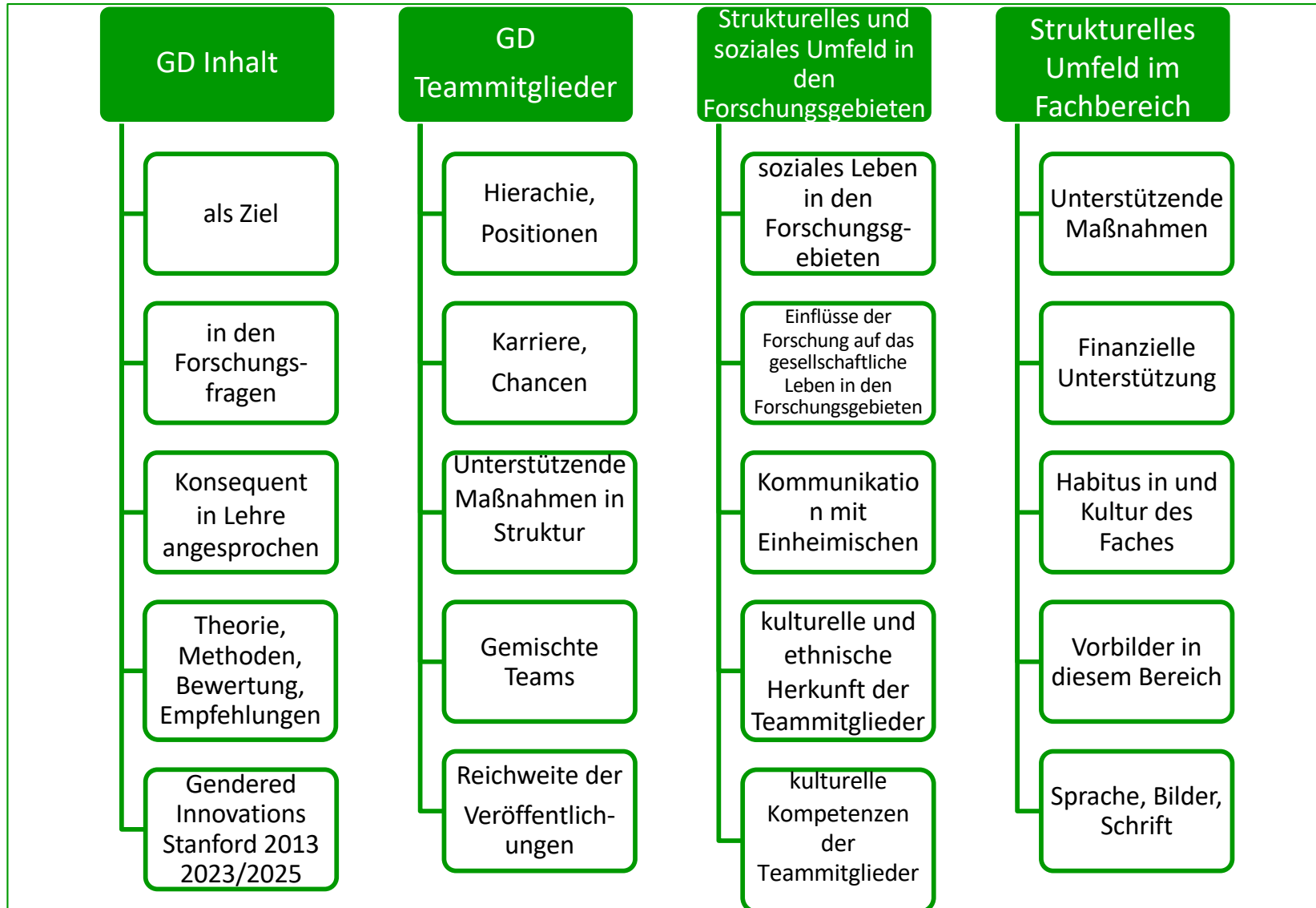


<https://www2.hu-berlin.de/genderingmintdigital/> (30.05.25)

Genderrelevanzprüfung

Gender(-Diversity-) Aspekte in der (MINT-) Forschung

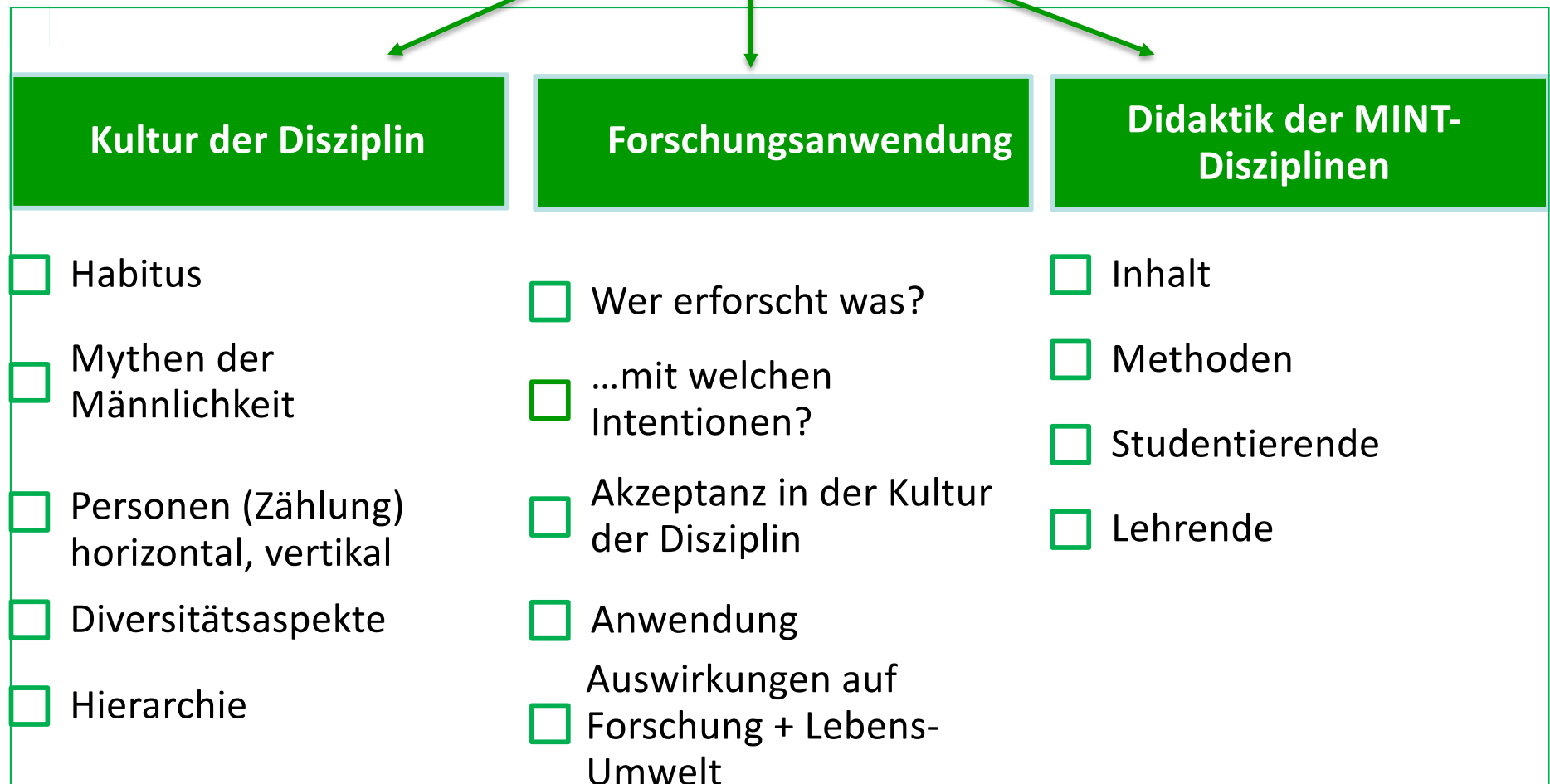
(no Genderaspects?:Forestry, Geosciences, Arctissciences...)



Wenn kein GD Inhalt in Forschungen möglich ist, dann:

Kultur der Wissenschaft und Forschung
und (versteckte) unbewusste Voreingenommenheit von Gender-

Diversity



Gender(-Diversity) und Natur (Kultur) der Wissenschaft

Der Ansatz "Nature of Science" (Natur der Wissenschaft) kann verwendet werden, um die Vorstellungen von Forscher*innen über die Bedeutung, Gültigkeit und Rechtfertigung von Wissen über Geschlecht und Vielfalt zu diskutieren.

Das Diagramm basiert auf McComas und Olsen (2002) und stellt die Natur der Wissenschaft als Schnittpunkt von vier Disziplinen dar.
<https://www2.hu-berlin.de/genderingmintdigital/lerneinheit/nature-of-science/> Zugriff am 16.06.2022

Eigene Ergänzungen

