

Teaching queer literature to foster gender diversity awareness

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ABSTRACT

This qualitative study explores how literature educators in higher education design and implement pedagogical practices for teaching queer literature to foster gender diversity awareness in a Philippine state university context. Drawing on focus group discussions (FGDs) with 22 educators across multiple campuses, guided by data saturation and reflexive practices, the study identifies a framework comprising four interrelated domains: literary selection, teaching model integration, learning activities, and assessment strategies. Educators purposefully select authentic and culturally relevant queer texts, employ integrative language, cultural, and personal growth models, and design aesthetic, analytical, and reflective learning tasks that engage students cognitively, affectively, and performatively. Teaching through this framework supports students' critical interrogation of norms, reflexive meaning-making, and negotiation of identity and difference, operationalizing queer theoretical concepts such as heteronormativity, performativity, and power dynamics. The study advances queer pedagogy by positioning literature as a transformative mechanism for critical consciousness, inclusivity, and identity awareness. Implications are discussed for curriculum design, teacher education, and inclusive policy in culturally conservative contexts.

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1. INTRODUCTION

A sincere and honest gender and development (GAD) advocacy entails a non-discriminatory and equal opportunity for growth and development for all, regardless of gender preferences and identity. This is the primary reason numerous legislative attempts have been made by various local government units (LGUs) in the Philippines to ensure equal rights and protections for members of the lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual, with inclusivity of other gender and sexual identities (LGBTQIA+) communities by enacting ordinances prohibiting discrimination based on gender identity and preferences [1]. Bills focusing on antidiscrimination and equality on sexual orientation and gender identity (SOGI) have been introduced to congress in the hope of establishing federal legislation on gender inclusivity in all sectors of society, including education [2].

In the absence of a national law specific to the protection of LGBTQIA+ individuals, assurance of equal rights and protections in educational institutions remains limited to existing policies such as the Child Protection Policy and the Anti-Bullying Law [3], [4]. These limitations often result in discriminatory school experiences for LGBTQIA+ students, including bullying, harassment, exclusion from curricular materials, and a generally hostile environment [5]. Such marginalization creates adverse effects on student development. A UNESCO [6] report noted that young LGBT Filipinos experience pressure and oppression in

expressing their identities, which heightens their risk for mental health issues such as anxiety, depression, and suicidal ideation. The Psychological Association of the Philippines [7] further attributes these outcomes to psychological distress caused by fear, alienation, and internalized stigma, often shaped by a social climate influenced by conservative religious beliefs [8].

In response, higher education institutions (HEIs) are increasingly challenged to design learning environments that are inclusive and sensitive to diverse sexual orientations and gender identities. This includes not only policies but also curricular approaches that promote gender diversity awareness. The teaching of queer literature offers a critical avenue for cultivating this awareness. It provides opportunities for students to engage with diverse expressions of gender and sexuality and to reflect on the complexities and plurality of identities represented in literary texts. As Project Grace-University of the Philippines [9] notes, such pedagogy invites learners to interrogate socialized notions of heteronormativity and become more inclusive in their thinking.

Teaching queer literature promotes critical engagement with themes of identity, expression, and social justice, contributing to safer and more equitable academic environments. Scholars have long advocated for queer literature as a space for negotiating subjectivity, challenging biases, and fostering empathy [10]–[13]. Foundational queer theory further illuminates these processes: Butler [14] emphasizes the performativity of gender and the subversion of normative identities, while Sedgwick [15] highlights the epistemological and social constraints of heteronormative frameworks, underscoring the ways queer narratives challenge dominant assumptions. Day *et al.* [16] stress the need to integrate gender sensitivity in education, particularly among youth, to enhance understanding of SOGI and to promote equality. When students study queer narratives, especially those rooted in their cultural contexts, they develop not only cognitive comprehension but also socio-emotional literacy that supports inclusivity. To achieve this, literature educators must thoughtfully engage with the core elements of their instructional practice—namely, literary selection, teaching models, learning activities, and assessment strategies [17]. This includes filtering texts for relevance and authenticity [18], utilizing pedagogical models that support critical thinking and cultural responsiveness [19], [20], and employing learning activities and assessments that address cognitive, affective, and performative domains [21], [22].

Despite growing scholarly and policy-level recognition of gender diversity and the educational value of queer literature, pedagogical guidance on how queer texts are systematically taught in higher education remains limited. Existing studies have largely examined representation, advocacy, or student outcomes associated with inclusive curricula, while offering relatively little empirical insight into the instructional processes through which educators select texts, enact teaching models, design learning activities, and assess learning in classroom contexts. This gap is particularly evident in culturally conservative and policy-constrained settings, where the transferability of queer pedagogical models developed in Western contexts cannot be assumed.

The novelty of this study lies in its empirical focus on the instructional practices of higher education literature educators within a Philippine context, proposing a context-sensitive framework that integrates literary selection, teaching models, learning activities, and assessment strategies to operationalize queer pedagogy. Unlike previous studies, this research emphasizes how queer literature functions as a disruptive pedagogical mechanism for critical consciousness, reflexivity, and identity negotiation, rather than as merely supplementary curricular content. Addressing this gap, the present study examines the pedagogical practices of higher education literature educators in a Philippine state university and proposes an empirically grounded framework that integrates literary selection, teaching models, learning activities, and assessment strategies to support gender diversity awareness.

With these considerations in mind, this study aims to explore the components of a pedagogical framework for teaching queer literature by examining how educators select texts, apply teaching models, implement learning activities, and assess student learning to foster gender diversity awareness in higher education. To achieve this goal, the study sought answers to the following specific questions:

- i) How do educators approach the selection of literary texts when teaching queer literature?
- ii) What teaching models are used by educators in delivering queer literary content?
- iii) What types of learning activities do educators implement in teaching queer literature?
- iv) How do educators assess student learning in the context of queer literature instruction?

2. METHOD

2.1. Research design

This study employed a qualitative research design to explore how literature educators design and implement pedagogical practices in teaching queer literature to promote gender diversity awareness in higher education. Through this approach, the study sought to gain rich, descriptive insights into the educators' lived experiences and instructional choices, particularly about literary text selection, pedagogical models, learning activities, and assessment methods. A qualitative design was deemed appropriate given the exploratory

nature of the research and its focus on interpreting the meanings educators assign to their practices within real-world teaching contexts. Focus group discussions (FGDs) were chosen over individual interviews to capitalize on the interactive dynamics among participants, allowing them to reflect collectively, share experiences, and generate ideas through dialogue. This approach is particularly suitable for exploring pedagogical practices, where collaborative reflection can surface nuanced perspectives on instructional decision-making and classroom enactment.

2.2. Subjects of the study

The study utilized homogeneous purposive sampling to select participants who possessed relevant teaching experience and were actively engaged in literature instruction that included queer literary texts. A total of 22 language and literature educators from 11 campuses of a state university in the Southern Tagalog Region of the Philippines were selected. All participants met the following inclusion criteria: they had taught at least one language or literature course, they had integrated queer literature into their instruction, and they had participated in syllabus development or curriculum revision. These criteria ensured that participants had both practical experience and pedagogical agency in their teaching roles, which can enhance the reliability and depth of the data collected. Participants provided informed consent prior to data collection, were assured of confidentiality and anonymity, and were informed of their right to withdraw at any point.

2.3. Data gathering

The primary data collection tool was a semi-structured FGD guide developed to explore four core areas: literary selection practices, use of teaching models, design of learning activities, and assessment strategies. The guide included open-ended questions to elicit responses and to promote dialogic interaction among participants. Before data collection, the guide was reviewed by experts in educational research, literary studies, and psychometrics to ensure content validity and alignment with the study's objectives.

FGDs were conducted face-to-face in a neutral setting on each participating campus. Each session lasted approximately 90 minutes and was audio-recorded with the participants' consent. Trained facilitators moderated the discussions using the validated guide questions, encouraging participants to share examples, explain their rationale, and reflect on the effects of their pedagogical choices. All discussions were transcribed verbatim to preserve the integrity of the data.

The number of participants in the FGD was determined with reference to qualitative data saturation [23], which is achieved when additional participants provide no substantially new information. Recurring patterns and themes were consistently observed during the latter FGDs, indicating that the collected data adequately captured the range of educators' experiences and instructional perspectives. The researchers acknowledge their positionality as educators and researchers with prior experience in literature instruction, which may have influenced both facilitation and interpretation of data. Reflexive practices, including peer debriefing and reflective journaling, were employed throughout the study to mitigate potential bias and enhance analytical transparency.

2.4. Data analysis

Thematic analysis was used to analyze the FGD transcripts. A top-down coding approach was applied, based on the pre-identified themes aligned with the research questions: literary selection, teaching model application, learning activity design, and assessment strategy implementation. The coding process involved three stages: initial coding based on emergent patterns; clustering of codes into thematic categories; and cross-case analysis to identify commonalities and divergences across participants. The researchers employed iterative refinement of codes to ensure analytical rigor and consistency.

While the top-down thematic approach allowed for systematic alignment with research questions, it may limit the emergence of unexpected insights and reinforce predefined assumptions. To address this limitation, the researchers remained attentive to data that did not fit initial categories and included illustrative quotations reflecting divergent perspectives. The use of data saturation as a guiding principle [24] further strengthened the reliability of the analysis, ensuring that the themes reflected comprehensive patterns across participants rather than idiosyncratic responses.

3. RESULTS AND DISCUSSION

3.1. Approaches to literary selection in teaching queer literature

Literary selection plays a pivotal role in shaping students' initial exposure to gender diversity within literature classrooms. Educators' decisions in this domain lay the groundwork for how students come to understand, empathize with, and critically analyze the experiences of LGBTQIA+ individuals. Table 1 illustrates how educators approach the selection of literary texts to foster gender diversity awareness.

Table 1. Literary text selection strategies to support gender diversity awareness

Themes	Subthemes	Exemplars
Authenticity	Presenting authentic and balanced gendered beliefs and values	At some point, I let my student examine some biases in literary pieces they read...(P1) Authentic and balanced beliefs should be presented and given to my students...(P5) The boundary between truth and what is seen should be emphasized...(P9) Students can learn respect and acceptance through literary pieces...(P11) Students can understand the sentiments and views of LGBT students...(P2)
	Depicting accurate details of everyday queer life	Literary pieces should contain issues that are faced by LGBT...(P13) Literary pieces are open to the integration of gender issues...(P18) Students who are LGBT members can share their sentiments regarding the literary pieces...(P2)
	Integrating dialects of the LGBTQIA+ speech community	It is important that there is the integration of Gay lingo so that these students will be aware that they are appreciated...(P5)
Relevance	Relating to the common experiences of students	Students can relate to that particular story...(P10) Stories selected should have significance to students' lives...(P12) Through their personal experiences, students can relate to the literary pieces...(P16) Majority of literary texts can be connected to personal lives...(P6)
	Narrating local queer perspectives	I let my students reflect on the queer stories by Filipino authors... (P3)

Note: (P) followed by a number represents the participant number assigned to each individual in the study.

Educators reported a strong emphasis on selecting literary texts that are both authentic and relevant to students' lived realities. Authenticity was characterized by the inclusion of texts that reflect the everyday struggles, emotions, and cultural depictions of LGBTQIA+ individuals. Texts that depicted biases, social injustice, or inner conflicts faced by queer characters were intentionally used to confront heteronormative assumptions embedded in mainstream narratives.

By exposing students to stories grounded in queer realities—especially those authored by Filipino writers—educators foster an environment that validates queer identities within the local cultural context. Literature that mirrors students' social worlds enables them to relate more deeply to the text by promoting empathy, understanding, and respect for diverse gender identities. As students reflect on these narratives, they begin to recognize the structural and interpersonal forms of discrimination that LGBTQIA+ individuals experience, which can enhance their social consciousness. Moreover, the inclusion of dialects like Gay lingo and other vernaculars was seen not only as a linguistic feature but also as a cultural affirmation. Such choices validate the voices of marginalized groups and challenge linguistic prejudice, reinforcing students' awareness of how language functions as both a tool of expression and resistance within queer communities.

3.2. Teaching models applied in delivering queer literary content

Teaching models serve as the instructional framework that guides how literature is delivered, discussed, and interpreted in the classroom. The way educators structure classroom experiences determines how students cognitively, socially, and emotionally process the queer narratives they encounter. Table 2 provides the identified teaching models as shared by participants.

The use of multiple teaching models—language, cultural, and personal growth—demonstrates an integrated approach to addressing cognitive, social, and emotional aspects of learning about gender diversity. Through the language model, educators help students develop interpretative and expressive competence. By analyzing stylistic and rhetorical elements of queer texts, students become adept at identifying how gender identities are constructed, represented, or contested through language.

The cultural model supports gender diversity awareness by framing queer literature as a cultural product that reveals intersecting issues of identity, equality, and marginalization. By asking students to connect literature to real-world gender issues, educators promote cultural sensitivity and social engagement. Students are not only exposed to diversity but are also encouraged to interrogate societal norms, power structures, and the lived realities of LGBTQIA+ communities.

The personal growth model places emphasis on self-reflection and emotional engagement. Educators who use this model report that students often draw on their own experiences and inner values to make sense of queer narratives. This fosters introspective learning, enabling students to confront their biases, appreciate different perspectives, and develop more inclusive attitudes toward gender and sexuality.

3.3. Learning activities implemented in teaching queer literature

Learning activities are instrumental in transforming theoretical knowledge into lived classroom experiences. How students interact with texts—whether through creative, collaborative, or critical formats—deepens their comprehension and broadens their perspectives. Table 3 presents a summary of these activity types along with illustrative examples from participants' classroom practices.

Table 2. Pedagogical models employed in teaching queer literature to foster gender diversity awareness

Themes	Subthemes	Exemplars
Language model	Familiarizing students with the linguistic uses, styles, forms, and conventions of queer texts	Students need to understand the basics of figurative language and images to appreciate literary text...(P1)
	Developing students' communicative competence in expressing ideas about queer texts	Students are welcome to express themselves freely inside the class...(P13)
Cultural model	Exposing students to diverse issues of identity, sexuality, equality, and economy prevalent in the society	Respecting the culture of each student...(P5) Acknowledgment and respect for the individuals who identified themselves as members of the LGBT community...(P8) Queer has their own community, there is a need to determine the cultural background of the literary text...(P4) Students are aware of the diverse issues...(P16) I ask my students to identify issues in society that relate to gender and equality and brainstorm solutions to these issues...(P11)
	Motivating students to innovate solutions in addressing societal issues found in queer texts	There should be a common denominator that will end (conflicts) in spite of differences...(P22) Students have plans to understand or address certain topics with regard to sexually...(P17) Through collaborative activities such as think-pair-share, students can find solutions to address societal issues in queer texts...(P5)
Personal growth model	Exercising students' emotions and thoughts about value-laden queer texts	Students use their personal experiences and backgrounds in making sense of the literary piece...(P10) Encourage students to be more self-reflective and share some insights...(P7)
	Encouraging students to rationalize their judgment and action on gender issues conveyed in queer texts	Students' opinions and ideas matter especially on their personal experiences...(P14) I let my students analyze the issue in a queer text and voice out their unique interpretations ... (P16)

Legend: (P) followed by a number represents the participant number assigned to each individual in the study.

Table 3. Instructional activities designed to promote gender diversity in teaching queer literature

Themes	Subthemes	Exemplars
Aesthetic representations	Facilitating creative dramatics and performances in presenting queer issues	We will be having a presentation or role-playing about the topics we are discussing...(P5) I ask my students to create a short film depicting issues of LGBT...(P16)
Conceptual analyses	Accomplishing visual art projects in illustrating ideas or themes of the queer texts	The students will create a magazine, highlighting their experiences in life and a character sketch of LGBTQ+ members...(P12)
	Utilizing graphic organizers and concept maps in clarifying ideas from queer texts Spearheading writing workshops on literary analysis and argumentative essays based on queer texts and films	We do critical readings guided by questions to clarify ideas...(P4) Students will read most recent posts bearing very relevant and timely gender issues... (and) write their analysis using appropriate critical analysis technique on such issues... (P1) Students will write an essay that presents an arguable opinion about gender issues that are happening at this certain time...(P3)
	Conducting research paper presentations on topics central to queer literature	The class will be into groups of five members (and) will be given a societal situation that addresses gender-related issues showing negative impact to the person because of such societal norm... then, the students will present (how they respond to) scenarios...(P2) The class will share their experiences, realizations and how can they reinforce the topics that were discussed in the lesson...(P18)

Legend: (P) followed by a number represents the participant number assigned to each individual in the study.

The integration of both aesthetic representations and conceptual analyses as learning activities offers students multidimensional ways of engaging with queer literature. Aesthetic representations such as role-plays, short films, and visual art projects allow students to embody and visualize queer identities and experiences. These creative tasks help students move beyond passive reception toward active meaning-making as they explore complex emotions and power dynamics through performative expression. Such artistic engagements build empathy and dismantle stereotypes by encouraging students to inhabit the perspectives of queer individuals.

Conceptual analyses, including the use of graphic organizers, critical essays, and group research, help deepen students' analytical skills and their capacity for structured argumentation. By articulating reasoned responses to gender-related themes, students enhance their ability to think critically about identity, intersectionality, and social justice. These activities serve as scaffolds for students to understand the socio-political dimensions of queer literature and examine their place within systems of power and privilege.

3.4. Assessment strategies used to evaluate student learning in queer literature

Assessment strategies play a vital role in capturing how students internalize and express their learning on gender diversity. Table 4 outlines the types of assessments used, including representative examples from classroom practice. The use of multi-domain assessment strategies—spanning cognitive, psychomotor, and affective dimensions—ensures that students’ understanding of gender diversity is evaluated holistically. Cognitive assessments such as comprehension tests and literary analyses measure students’ grasp of queer narratives and literary techniques. These help ensure that students understand both surface-level content and deeper themes related to identity and marginalization.

Table 4. Assessment strategies to evaluate learning outcomes related to gender diversity awareness

Themes	Subthemes	Exemplars
Cognitive assessment	Administering comprehension and analytical tests	Most of the time, I used pen-and-paper assessment...(P1)
Psychomotor assessment	conducting real-world tasks and problems	A position paper is also a good instrument to evaluate their learning...(P2) They will interview LGBT members to understand issues affecting them...(P8)
	Executing creative performance tasks and activities	Role-playing showcasing gender issues in today’s society...(P17) Impromptu speaking bearing to relevant and timely gender issues...(P3)
Affective assessment	Facilitating reflective and journal writing	Literary analysis which improves their critical thinking skill and communicative skill imperative in becoming lifelong learners and competent professionals...(P6) Reflection journal can be one of the assessment tools...(P2)
	Initiating ICT-based projects such as vlogs, podcasts, and the like	Students record audio ... may be a speech or a musical performance...(P3) Students will make their own advocacy video which ... focuses on gender diversity awareness and gender-related issues...(P6)

Legend: (P) followed by a number represents the participant number assigned to each individual in the study.

Psychomotor assessments emphasize real-world application through tasks like conducting interviews with LGBTQIA+ individuals or producing advocacy papers. These assignments bridge the classroom and the community, encouraging students to translate awareness into action. By engaging directly with lived experiences, students enhance their empathy and develop a more nuanced understanding of societal gender issues.

Affective assessments such as reflection journals, podcasts, and digital vlogs allow students to articulate their evolving perspectives on gender and identity. These tools promote metacognitive awareness and emotional intelligence, both of which are central to cultivating sustained gender sensitivity. Students who reflect on their learning journeys are more likely to internalize inclusive values and challenge prejudiced attitudes in everyday interactions.

3.5. Discussion

This study explored how literature educators design and implement a pedagogical framework for teaching queer literature to foster gender diversity awareness in higher education. The findings reveal a coherent and intentional integration of four interdependent domains: literary selection, teaching model integration, learning activities, and assessment strategies. Together, these domains form a pedagogical system that aims not only to improve students’ literary competence but also to cultivate inclusive values and critical social consciousness. This framework is explicitly grounded in queer theory, drawing on key concepts such as the interrogation of heteronormativity, the performativity of gender and sexuality, and the interlocking dynamics of power, regulation, and normative knowledge aligned with the notions of Butler [14] and Sedgwick [15]. By foregrounding these concepts, the framework positions teaching queer literature as a disruptive pedagogical practice rather than a mere additive enrichment to traditional literary instruction.

As illustrated in Figure 1, the framework begins with literary selection, which serves as the foundation for inclusive instruction. Educators emphasized the importance of both authenticity and relevance when choosing texts. Authenticity involves the portrayal of accurate and multidimensional queer experiences, including the integration of vernacular speech and cultural markers such as gay lingo. This aligns with previous studies [25], [26], who argue that authentic texts allow marginalized voices to be heard, empowering students to engage with lived realities beyond dominant discourses. Relevance, on the other hand, is grounded in students’ cultural familiarity and local contexts. Teachers’ preference for works by Filipino authors supports the call of Pinoliad [27] to localize literary content to foster student connection and comprehension. From a queer theoretical perspective, literary selection intentionally disrupts canonical and

heteronormative texts, challenging the predominance of cis-heteronormative narratives. By including counter-normative perspectives, educators not only provide representation but also provoke critical reflection on dominant power structures and normative assumptions about gender and sexuality.

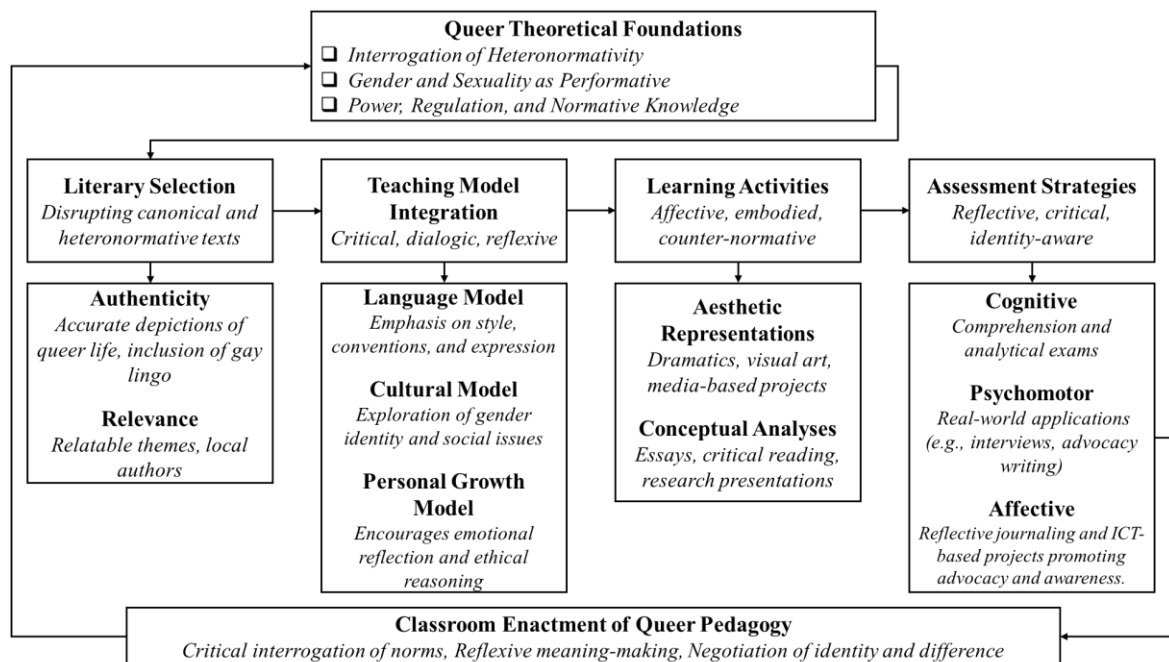


Figure 1. A queer pedagogical framework for teaching literature: from theory to classroom enactment

Building on literary selection, the framework incorporates teaching model integration, wherein educators apply a combination of the language, cultural, and personal growth models. The language model centers on the technical and expressive aspects of literature, helping students decode stylistic features and narrative forms. This approach reflects Deane [28], who notes that literary instruction grounded in form supports analytical rigor. The cultural model provides a critical lens for students to interrogate systems of inequality, gender norms, and identity politics embedded within queer texts. As Day *et al.* [16] assert, such a model promotes the understanding of sexual orientation, gender identity, and expression (SOGIE) and supports the integration of gender sensitivity into academic discourse. Lastly, the personal growth model fosters affective engagement by encouraging introspection and ethical reasoning. This model draws on the work of Antonio [29], who advocates for reflective practices that promote inclusive thinking and value formation among students. By centering queer theory, teaching models operate disruptively: they move beyond additive cultural awareness to actively challenge heteronormativity in classroom interactions. Critical, dialogic, and reflexive approaches encourage students to question normative assumptions embedded in texts and their own social environments, allowing them to actively negotiate identity and difference while developing their own critical voice.

The enactment of these models is operationalized through learning activities, which fall into two major categories: aesthetic representations and conceptual analyses. Aesthetic representations, such as dramatizations, art projects, and multimedia presentations, allow students to creatively embody queer identities and narratives. These activities engage students emotionally and promote empathy—an outcome supported by Storm and Jones [30], who emphasized the role of queer literature in fostering deeper human connections through storytelling. Meanwhile, conceptual analyses such as writing workshops, graphic organizers, and research-based presentations equip students with tools for critical inquiry and argumentation. These activities support Meisani [31] recommendation that students move beyond passive consumption to actively question, theorize, and challenge the status quo through queer texts. Learning activities are deliberately affective, embodied, and counter-normative. Through these practices, students engage in reflexive meaning-making, connecting the texts' narratives to their own social and ethical frameworks. This approach allows queer pedagogical practices to manifest cognitively, socially, and emotionally, reinforcing the framework's disruptive impact.

To ensure that students' learning outcomes reflect both cognitive and socio-emotional development, the framework incorporates a diverse range of assessment strategies across three domains: cognitive, psychomotor, and affective. Cognitive assessments, such as comprehension tests and literary critiques, focus on analytical understanding. Psychomotor assessments evaluate students' ability to translate knowledge into real-world applications, including interviews and advocacy writing, reinforcing Kong [32] notion of experiential learning. Affective assessments—such as journaling, vlogs, and other ICT-mediated projects—capture personal growth and evolving perspectives. These reflective tools align with several recommendations [23], [33] to emphasize the importance of affirming identity and reducing stigma through self-expression. Assessment strategies are designed to be reflective, critical, and identity-aware, fostering students' critical interrogation of norms and their ongoing negotiation of identity and difference. Educators face tensions in this process, navigating institutional constraints, student discomfort, and cultural or religious conservatism, which may limit open engagement with queer content. By explicitly acknowledging these challenges, the framework emphasizes that disruption—rather than mere compliance with policy—requires careful negotiation and pedagogical courage.

At its core, this pedagogical framework not only promotes academic mastery of literature but also strategically nurtures gender diversity awareness. Through purposeful literary selection, inclusive pedagogy, multimodal engagement, and holistic assessment, educators equip students with the cognitive insight, emotional literacy, and critical voice needed to explore and advocate within increasingly pluralistic societies. In practice, this results in students who can interrogate social norms, reflectively make meaning from complex identities and narratives, and actively negotiate the interplay of identity and difference in their learning and communities. In doing so, this framework responds to the broader calls of UNESCO [6] and Human Rights Watch [5] for educational systems to provide safer, more equitable environments for LGBTQIA+ youth. It also complements national policy directions, such as the Child Protection Policy [3] and RA No. 10627 (Anti-Bullying Law), by embedding inclusion into instructional practice rather than treating it as an external mandate.

While this framework synthesizes established pedagogical models, its originality lies in explicitly translating queer theory into classroom practice. Unlike traditional models that may only incorporate content diversity, this framework operationalizes queer theoretical concepts—interrogating heteronormativity, centering performative identities, and challenging normative power structures—across selection, teaching, activity, and assessment domains. By doing so, it establishes a uniquely “queer” pedagogical orientation that disrupts conventional literature education rather than merely supplementing it, fostering the critical, reflexive, and identity-conscious capacities of students. Thus, teaching queer literature through this pedagogical framework becomes not merely an academic exercise, but a transformative act—one that challenges heteronormative assumptions, affirms diverse identities, and empowers students to become advocates for equity and inclusion in their communities and beyond.

4. CONCLUSION

This study explored the pedagogical framework employed by literature educators in teaching queer literature to foster gender diversity awareness in higher education. The findings reveal that effective instruction in this area involves intentional decisions across four interconnected domains: literary selection, teaching model integration, learning activities, and assessment strategies. Educators deliberately selected texts that were both authentic—featuring accurate depictions of queer experiences and linguistic expressions—and relevant to students' sociocultural contexts. The integration of the language, cultural, and personal growth models enabled students to analyze literary forms, interrogate social norms, and reflect on their values. Learning activities ranged from aesthetic representations to conceptual analyses, while assessment strategies captured cognitive, psychomotor, and affective dimensions of student learning. The pedagogical framework articulated in this study positions queer literature as more than just content; it becomes a transformative tool for cultivating empathy, inclusivity, and critical social consciousness. By engaging with diverse queer narratives through reflective and creative approaches, students are encouraged to confront biases, embrace complexity, and develop informed perspectives on gender identity and expression. These practices support students' critical interrogation of norms, reflexive meaning-making, and negotiation of identity and difference, highlighting the framework's unique capacity to operationalize queer theory in classroom contexts.

In light of these findings, it is recommended that literature educators continue to adopt and adapt this framework in their teaching practices and curriculum design. Educational institutions and policy-makers should provide structural and curricular support for integrating queer literature and gender sensitivity across disciplines. Teacher education programs must include professional development on inclusive pedagogies and queer theory to empower educators with the confidence and competence to lead such instruction.

While the findings offer valuable insights, several limitations must be considered. The study focused on a specific regional context, involving participants from a limited number of campuses in the Southern Tagalog Region of the Philippines, which may affect the generalizability of the results. Additionally, the data relied on self-reported practices and perceptions of educators, which may not fully capture classroom enactments or students' experiences. Future research should aim to address these limitations by incorporating observational data, student perspectives, and cross-regional comparisons to strengthen the robustness and transferability of the framework. Such efforts will enhance the framework's relevance, applicability, and potential to inform inclusive pedagogical practices beyond the immediate study context.

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C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

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CONFLICT OF INTEREST STATEMENT

The authors declare no conflict of interest related to the conduct or publication of this study.

INFORMED CONSENT

All participants were fully informed about the objectives, scope, and voluntary nature of the study. Written informed consent was obtained before data collection.

DATA AVAILABILITY




The authors confirm that the data supporting the findings of this research are available from the corresponding author, [RMB], upon reasonable request.

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