

ECTS-sheet: Gender and Identity

Programme:	Teacher education/ BA and MA Science of Education
Specialisation:	Not relevant
Course:	Gender and identity
Number of credits (ECTS):	3
Language:	English
Compulsory/voluntarily:	Voluntarily
Study year:	2014/2015

Lecturer:	xxx
Period:	xxx semester
Contact hours:	30

1. Expected start competences:

a. Course rationale:

To realise this course successfully, the student has already achieved knowledge and skills in the execution of scientific work.

b. Start competences:

This course builds on the general curricular module 'Gender-equitable education and training in Europe'. When participating in this course, the student must have expanded his interests in gender-specific questions with gender-specific knowledge (and competences) in several European countries.

The start competences do not need to be proved.

2. Competences and objectives:

a. Role of the course in the educational programme:

The module 'Gender and Identity' is part of the curriculum 'Gender-equitable education and training in Europe' and corresponds to the size in content and time of 20 percent of the total curriculum.

The course informs students about theoretical principles of the social construction of gender and illustrates the complex process in acquiring gender-related behaviour using the three actors in socialisation, i.e. 'family', 'school' and 'peer group'.

Moreover, the course clarifies the results of an empirical investigation on the subject of "Body conception by youngsters in six European countries - Self image and external image". The research group of 444 young people in this investigation shows significant gender-specific differences for several investigated aspects.

In a common project in five European countries, the visualisation of women and men/girls and boys in European schoolbooks for foreign-language education has been treated.

Contributions about communication in and identity of youth language complete this module.

b. Competences to be attained:

1. Determining adequate ways of teaching and grouping.
2. Creating a strong educational environment.
3. Managing the diversity of the student group.
4. Creating a positive study climate for the students in class and at school.
5. Promoting the emancipation of the students.
6. Promoting the physical and mental health of the students.
7. Creating a stimulating and realistic classroom, taking care of the safety of the students.
8. Discussing education with parents/ guardians.
9. Communicating and cooperating within the school team.
10. Participating in the social debate on educational issues.
11. Discussing the role of the teacher in our society.

c. Key objectives of the course:

1. Discussing theoretical basic principles of the social construct of gender.
2. Making a difference between biological and social gender and determining it.
3. Describing body conception by youngsters, relating self image and external image.
4. Selecting national characteristics.
5. Describing the 'visibility of women and men/girls and boys in European schoolbooks for foreign-language education'.
6. Observing causes for the lack of identification possibilities for girls and boys in relation to a changing role model.
7. Explaining links between communication in youth language and identity in certain European countries.

3. Course contents:

1. Theoretical principles about socialisation
2. Gender-specific socialisation - Backgrounds
3. Socialisation actor "peer group"
4. Body conception by young people in six European countries: self image - external image
5. About the 'visibility of women and men/girls and boys in European schoolbooks for education in foreign languages'
6. Analysis of schoolbooks for the education in English as foreign language

7. Communication and identity in youth language
8. Gender, identity and digital media
9. Profile pictures on Facebook as means of communication

4. Didactical approaches and teaching methods:

During the course, several didactic methods are applied:

- Lectures
- Presentations by students
- Discussion forms
- Team work
- Debate
- Tasks

The students interact with their knowledge and experiences as well.

The material used in the seminars (powerpoints etc.) will be available on the digital learning platform.

5. Study and work time:

Credit:

A credit is used to express the study load of each degree programme or course.

It is an internationally accepted unit that corresponds to 25-30 hours of prescribed teaching, learning and evaluation activities.

Contact hours: 30 hours

Study time and examination: 10 hours

Overview of tasks:

Task 1:	Presentation
Start:	February 15 th , 2015
End:	June 30 th , 2015
Expected study time:	10 hours

Task 2:	Collage about stereotypes in advertising
Start:	February 15 th , 2015
End:	June 30 th , 2015
Expected study time:	15 hours

Task 3:	Empirical research (and statistical analysis)
Start:	February 15 th , 2015
End:	June 30 th , 2015
Expected study time:	25 hours

6. Evaluation:

First exam:

June/July 2015:

For the calculation of the final result,

- 20 percent: the presentation
- 30 percent: the collage
- 50 percent: the evaluation of the empirical research (jury)

will be considered. The students have to succeed in the three performances.

Resit

September 2015: identical to first exam

7. Recommended and required reading:

Required:

Holz, O. & Shelton, F. (Ed.) (2013): EDucation & GEndEr. Gender-specific education in different countries. Historical aspects – current trends. Waxmann Verlag: Münster

Modul ‚Gender & Identity‘ of the mentioned digital curriculum. Under coordination of Seebauer, R. with contributions of (i.a.o.) Drägestein, B.; Grossmann, E.; Oruc, N.; Seebauer, R.; Shelton, F.; Zoglowek, H. en Żyluk-Jarecka, M.

Recommended:

Literature and extra links under: www.education-and-gender.eu