

## ECTS sheet: Gender and Interculturality

<b>Programme:</b>	<b>Teacher education/ BA and MA Science of Education</b>
<b>Specialisation:</b>	<b>Not relevant</b>
<b>Course:</b>	<b>Gender and interculturality</b>
<b>Credit:</b>	<b>3</b>
<b>Language:</b>	<b>English</b>
<b>Compulsory/voluntarily:</b>	<b>Voluntarily</b>
<b>Study year:</b>	<b>2014/2015</b>

<b>Lecturer:</b>	<b>xxx</b>
<b>Period:</b>	<b>xxx semester</b>
<b>Contact hours:</b>	<b>30</b>

### 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

#### a. Role of the course in the educational programme:

The module 'Gender and Interculturalism' 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.

This course informs the students about gender-specific en intercultural pedagogical aspects in several European countries. The legal circumstances and the implementation of the national curricula are investigated with special attention to gender-specific and intercultural aspects.

Students will learn in the total context of the curriculum how interculturalism is presented in history schoolbooks in Belgium, Estland, Hungary and Turkey.

The example of History Teaching: an analysis of history schoolbooks for pupils of 13-14 years old shows the students the different ways how intercultural aspects are integrated in the schoolbooks in several European countries.

The course also discusses the fact whether students in teacher education have a "fundamental approach" or are capable of developing it and whether most (young) women are hoping in vain for "male assistance".

#### b. Competences to be attained

1. Selecting the study contents and experiences.
2. Determining adequate ways of teaching and grouping.
3. Selecting and adapting educational tools, individually and as a team.
4. Managing the diversity of the student group.
5. Dealing with contemporary social developments in an educational context.
6. Checking and expanding command of subject specific knowledge and skills.
7. Creating a flexible and efficient study schedule, adapted to the teacher's and students' needs of time management.
8. Questioning and adjusting one's own performance.
9. Developing strategies to communicate with non-native speakers.
10. In order to promote equal educational opportunities and after consultation of colleagues, contacting, communicating with and cooperating with the socio-cultural world.
11. Participating in the social debate on educational issues.
12. Discerning and addressing contemporary social issues in a critical way in the socio-political; socio-economical; philosophical; cultural-esthetical and cultural-scientific domain.

#### c. Key objectives of the course and competence levels to be attained:

1. To explain gender-specific and intercultural pedagogical aspects in several countries;
2. To query interculturalism in history schoolbooks in Belgium, Estonia, Hungary and Turkey;
3. To be able to investigate if students in teacher education are able to transfer an "intercultural fundamental approach";
4. To query the feminisation in education: is primary education a women's world?

### **3. Course contents**

1. Gender-specific and intercultural pedagogical aspects in several countries: analysis of the national curricula in Belgium, Estonia, Hungary, Turkey and the Czech Republic.
2. How is interculturality presented in the history schoolbooks in Belgium, Estonia, Hungary and Turkey: an analysis of history schoolbooks for 13-14 year olds;
3. Description of pictures in history schoolbooks, one for each country
4. Teacher education - does it increase an "intercultural attitude"?

5. What does "intercultural competence" mean in Belgium?
6. Students teacher education in Estonia: insights about intercultural competences
7. About the intercultural attitude of Hungarian students teacher education
8. Intercultural competence - what students in Turkey think about it
9. The feminisation of education: is primary education a women's world?
10. Why do women become teachers?
11. The professional image of teachers in primary and secondary schools in Turkey
12. About the feminisation of the profession of teacher, eg. Austria

#### **4. Didactic 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**

##### **Overview of tasks:**

<b>Task 1:</b>	Presentation (team work)
Start:	February 15 <sup>th</sup> , 2015
End:	June 30 <sup>th</sup> , 2015
Expected study time:	15 hours

<b>Task 2:</b>	Task - Production of a collage about interculturality as
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	theme, that can be used in secondary education (team work)
Start:	February 15 <sup>th</sup> ,2015
End:	June 30 <sup>th</sup> , 2015
Expected study time:	15 hours

<b>Task 3:</b>	Production of a video (duration: 3 - 5 minutes), title: Small portrait of foreigners around us - how do people from different cultures, ethnic groups in our country look like? (e.g. ERASMUS students)  (Way of teaching: partnerwork or team work, max. three persons)
Start:	February 15 <sup>th</sup> ,2015
End:	June 30 <sup>th</sup> , 2015
Expected study time:	30 hours

## 6. Mode of evaluation

There is no exam for this seminar/course. The result will be calculated on the evaluation of the following activities:

- 25 percent: the presentation
- 25 percent: the collage
- 50 percent: the video production

The students have to carry out the three tasks. A student passes if he or she has achieved min. 60%.

### 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 & Interculturalism‘ of the mentioned digital curriculum. Coordinated by Grossmann, E. with contributions of (i.a.o.) Fleischmann, O.; Grossmann, E.; Oruç Ertürk, N.; Seebauer, R.; Vanleke, M.; Våljaots, M.

### Recommended:

Literature and extra links under: [www.education-and-gender.eu](http://www.education-and-gender.eu)