

ECTS sheet: Gender and Lifestyle

Programme:	Teacher education/ BA and MA Science of Education
Specialisation:	Not relevant
Course:	Gender and Lifestyle
Credit:	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

a. Role of the course in the educational programme:

This module 'Gender and Lifestyle' 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 the lifestyle of children and young people.

Life environments were analysed, in which significant differences were noticed between women and men, girls and boys. Within the gender groups, there are clear differences that will be developed in this course.

Contributions like 'Emotional Wellbeing, Gender and Youth' (with England as an example), "Outdoor Life Experience" with the example of the "possibilities of self-experience and development of gender identity in friluftsliv" in Norway, and the contributions from different

angles treating the processing tasks of boys and girls on their way to adulthood are central in this course.

This course also deals with the body culture of young people, an important theme in the transition from childhood to adulthood. The contributions show the European dimensions in the lifestyles of young people, and youth-oriented lifestyles.

In the last chapter of the module 'Gender and lifestyle', the authors also deal with digital media, especially focussing on social networks and how boys and girls use them.

b. Competences to be attained

1. Selecting and adapting educational tools, individually and as a team.
2. Managing the diversity of the student group.
3. Dealing with contemporary social developments in an pedagogical context.
4. Promoting the physical and mental health of the students.
5. Checking and expanding command of subject specific knowledge and skills.
6. Checking and expanding command of subject specific knowledge and skills.
7. Implementing new educational developments.
8. Being informed about and dealing with student data in a discrete way.
9. Communicating about the distribution of tasks both in the specific fields of study and cross-curricularly, observing engagements.
10. Together with colleagues, contacting, communicating with and cooperating with external organizations that offer educational initiatives.
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. Presentation of the link, the effects of the emotional wellbeing of boys and girls on the learning behaviour at school;
2. Clarification of how e.g. "Outdoor Life Experiences" the "possibilities of self-experience and development of gender identity in friluftsliv" in Norway belongs to daily life;
3. To clarify the lifestyle 'friluftsliv' in Norway;
4. Characterisation of several aspects of children and young people growing up;
5. To explain the connection of processing tasks of boys and girls on their way to adulthood;
6. To analyse the question: is "Body culture - a theme in the transition of the child to adulthood?";
7. Discussion between several European authors whether digital media, with special attention to social networks and the use of it take a (special) place in the life of boys and girls.

3. Course contents

1. Emotional wellbeing, gender and young people
2. Reinforcement of the "I" or reduction of the common sense
3. Possibilities on self-experience and gender identity in the friluftsliv in Norway
4. Friluftsliv - Tradition and trends
5. Pedagogical value and goals of friluftsliv
6. Friluftsliv and „doing gender“: nature , identity, gender
7. On their way to adulthood - From school into working life - example: Austria
8. Phases of searching and orientation with respect for young people with a migration background
9. Educational paths of young people in Austria and differences in gender
10. Risk factors of the unskilled and their unfavourable professional situation
11. Requirements for the first job en characteristics of the "ideal job"
12. Body culture - a theme in the transition from childhood to adulthood?
13. Gender, lifestyle and social networks: youth environments, self presentation and social networks:
14. Body culture anno 2013

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 experience 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:

Task 1:	Presentation / Questions
Start:	February 15 th , 2015
End:	June 30 th , 2015
Expected study time:	20 hours

Task 2:	Task – Production of a video (regarding competences in communication), to be used in the secondary education
Start:	February 15 th , 2015
End:	June 30 th , 2015
Expected study time:	15 hours

Task 3:	Diary to reflect the working proces
Start:	February 15 th , 2015
End:	June 30 th , 2015
Expected study time:	25 hours

6. Mode of evaluation

First exam:

For the calculation of the final result,

- 30 percent: presentation / questions
- 30 percent: video production
- 40 percent: diary.

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 & Lifestyle ‘ of the mentioned digital curriculum. Coordinated by Drägestein, B. with contributions of (i.a.o.) Drägestein, B.; Holz, O.; Santamaria, C.; Seebauer, R.; Shelton, F. en Zoglowek, H..

Recommended:

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