



COURSE DESCRIPTION

GENDER ISSUES IN TEACHING

Author Name: **Redouane Saidi**

Sultan Moulay Slimane University, Faculty of letters Beni Mellal

October 2018

Gender Studies Curriculum: A Step For Democracy and Peace
in EU-Neighbouring Countries with Different Traditions (GeSt)

561785-EPP-1-2015-1-LT-EPPKA2-CBHE-JP



Co-funded by the
Erasmus+ Programme
of the European Union

MA TITLE: Gender Studies

Instructor:

Name: Redouane Saidi

Course code	Course title	Number of hours or number of credits	Course valid from*	Course valid to*	Course type	Semester
Module12	GENDER ISSUES IN TEACHING	2hours/week	March 2017	End of springTerm	Obligator y	2

1. A brief description of the course

<p>The course is designed to explore gender differences in teaching and learning. Some of the issues explored are:</p> <ul style="list-style-type: none">- Do men and women have the same or different learning styles?- Do male teachers have the same strategies and styles as female teachers?- Do girls and boys have the same choices of subjects or majors?- Does the difference in gender influence the academic achievement?- Do males and females have the same discipline, behavior, motivation & interest in the classroom?- Do they have the same perception or attitude towards education?- How do students interact with the same or opposite sex? Is it the same behavior?- Does it make a difference for the student if the teacher is a man or a woman?- Does it make a difference for the teacher if the student is a male or a female?

2. Objective of the course

The course aims at exploring gender differences in teaching. It seeks to discuss issues such as differences between males and females in learning and teaching styles, academic achievement, choice of majors and careers, differences in behavior and interaction in class and other issues related to gender inequality and education.

3. Learning outcomes

On successful completion of the module, students should be able to:

- Identify gender differences in teaching
- Differentiate between males and females in learning and teaching styles, academic achievement, choice of majors and careers, behavior and interaction in class and other issues related to gender inequality and education.
- Realize how power relations in educational institutions contribute to the reproduction of gendered inequalities.

4. Teaching method

Didactic Method: Readings at home and lectures and discussions on studied textual literary cases in class. Students are expected to engage regularly in discussions and presentations. The latter, mainly one presentation at least, constitute the personal work.

Mode of work :

Each session is structured on a 1h and 30 min lecture given by the teacher, and a student's 20 min presentation followed by 10 min discussion.

5. Distribution of workload for students (i.e. lectures, seminars, individual work in hours, and total)

Attendance and active participation in class.

- Attendance will be taken to "participation" grade. 15%
- Reading assignments, on schedule. 15%
- Discussion 15%
- Mid-term Exam 20 %
- Final Exam 35%

6. Assessment

- Final exam
 - Research tasks: Presentation and term paper
 - Participation and attendance considered
 - Oral presentations
 - A final written exam
 - . Percentages allocated to each method of assessment
- Attendance: 15%
- Reading assignments, on schedule. 15%
 - Discussion 15%
 - Mid-term Exam 20 %
 - Final Exam35%

7. Course schedule

- Week 1 1-Introduction (Why is Gender Equality important in Education)?*
- Week 2 2- Basic concepts related to gender equality and gender issues in education*
**Suggested training activities*
** Assessment*
**Recommendations for teacher trainers*
- Week 3-4 3- Considering gender in teaching and learning*
**Suggested training activities*
** Assessment*
**Recommendations for teacher trainers*
- Week 5-6 4-Using gender lenses for curriculum and textbook designing*
**Suggested training activities*
** Assessment*
** Recommendations for teacher trainers*
- Week 7-8 5- Using gender lenses for assessment*
** Suggested training activities*
**Assessment*
** Recommendations for teacher trainers*
- Week 9 6-Involving stakeholders*

Week 10-11 7-Monitoring and evaluation

*Suggested training activities

*Assessment

*Recommendations for teacher trainers

Bibliography:

Arnot, M., David, M. & Weiner, G. (1999). *Closing the Gender Gap: Postwar educational and social change*. Cambridge: Polity Press.

Entwistle, N.J. (1981). *Styles of Learning and Teaching*. New York: John Wiley & Sons.

Gurian, M., Stevens, K., Henley, P., & Trueman, T. (2010). *Boys and girls learn differently! A guide for teachers and parents*. San Francisco: Jossey-Bass/John Wiley.

How, C. (1997). *Gender and Classroom interaction: A Research Review*. Edinburgh: The Scottish Council for Research in Education

Voyer, D., & Voyer, S. D. (2014). Gender differences in scholastic achievement: A meta-analysis. *Psychological Bulletin*, 140(4), 1174-1204.

Wagemaker, H., (1996). *Are girls better readers?: Gender differences in reading literacy in 32 countries*. Amsterdam: International Association for the Evaluation of Educational Achievement