



## **COURSE DESCRIPTION**

### **GENDER AND PROFESSIONAL DEVELOPMENT**

Author Name: **Mustapha Zanzoun**

Institution Name

Sultan Moulay Slimane University, Faculty of letters Beni Mellal

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

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## MA TITLE: Gender Studies

### Instructor:

Name: Mustapha Zanzoun

Email: mzanoun@yahoo.fr

Course code	Course title	Number of hours or number of credits	Course valid from*	Course valid to*	Course type (Obligatory /Optional)	Semester
Module 17	GENDER and Professional development	2hours/week	February 2019	June 2019	Obligatory	3

### 1. A brief description of the course

This course, which involves both theoretical and conceptual frameworks, is designed to enable students to improve their abilities to relate their learning to the requirements of professional life and transfer these abilities and competencies to future careers to meet the lifelong learning prerequisites. Simply put, it enhances students' understanding of the gender differences in learning and professional life. Students can reflect on their personal, academic and career development in order to achieve more of their potential in line with realistic aspirations and, therefore, overcome any kind of gender discrimination in different sectors of life. To this end, the course seeks to improve strategies that can contribute to personality change in a positive way to reach equality and improve skills useful in all areas of life.

The course will introduce the students to the ways to reach personal, academic and career development. It will examine different skills that enable them to be exposed to new professional experiences such as volunteering for seminars, giving presentations, attending conferences, consulting colleagues, and getting to know their environment better.

The course will cover the following points in consideration with gender differences:

- ✓ Introduction to Professional Development and factors for developing professionally;

- ✓ Defining professional development;
- ✓ Critical thinking in professional development;
- ✓ Collaboration and collegiality at work;
- ✓ Gender issues in Professional Development;
- ✓ Career promotion and discrimination;
- ✓ Gender problems at the workplace;
- ✓ Developing Professional Talents in students (leadership skills, Reflective thinking, Team work, and Professional communication);
- ✓ Giving presentations and learning constructive criticism;

**To this end, the course of “Gender and Professional development” seeks:**

- To re-introduce the notion of gender with respect to professional development;
- To help learners transfer their abilities and competencies to future careers ;
- To help learners meet the lifelong learning prerequisites
- To enhance students’ understanding of the gender differences in learning and professional life.

## **2. Objective of the course**

Gender and Professional development has surprisingly been under studied and researched while more informal initiatives have been undertaken. As a key response to gender and professional development in both theory and practice, researchers have tended to focus on the practice of gender at the work place but not necessarily the thinking of the concept from a critical perspective let alone within the context of gender and continuing professional development.

- ***The module will enable students to:***

- Develop theoretical and practical foundations that draw on gender and Professional Development
- Understand all stakeholders in career and professional development in order to undertake gender responsive planning, implementation and evaluation of policies, programmes and projects.
- Promote inequitable gender roles and relations.
- Enhance participation of women and men in governance and management

- Develop hands on experience and understanding of gender at the work place

### 3. Learning outcomes

- \* Introducing students to issues related to professional development
- \* Raising students' awareness of the impact of gender and professional development;
- \* Sensitizing students to different ways to promote inequitable **gender** roles and relations.
- \* Enabling students to have research skills and develop academic competencies on issues related to gender and professional development.

### 4. Teaching method

**Didactic Method:** Homework assigned readings in addition to lectures and discussions in class. Students are, thus, expected to engage regularly in discussions and presentations. The latter, mainly one presentation at least, constitutes students' personal work.

**Mode of work :**

Each session is structured on a 45 min lecture given by the teacher, and a student's 30 min presentation followed by class 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%
- Active Discussion 15%
- Mid-term Exam 20 %
- Final Exam 35%

## 6. Assessment

-Final exam

- **Research tasks:**

\* Presentation and term paper

- **Participation and attendance:**

\* Oral presentations

- **Final written exam**

- **Percentages allocated to each method of assessment**

Attendance: 15%

- Reading assignments, on schedule. 15%
- Discussion 15%
- Mid-term Exam 20 %
- Final Exam 35%

## 7. Course schedule

### **Week 1-3 I-Enhancing gender awarenesss in professional development**

- 1- Conceptualizing gender at the work place
- 2- Gender representation and self-representation with regard to professional development
- 3- The gender variable in professional development

### **Week 4-5 II-Professionalism and Professionality**

- 1- Level and intensity of professional development participation
- 2- Types of professional development
- 4- Support received by teachers for professional development
- 5- Impact of professional development

**Week 6-7 III-Challenges of gender equity in professional development**

- 1- Effects of Gender on Job opportunities and professional development.
- 2- Gender, academic and personal development.
- 3- Barriers that prevent meeting demand
- 4- Unsatisfied demand and development needs

**Week 8-9 IV-Factors for developing professionally**

- 1- Past lives "backgrounds
- 2- Social and political conditions
- 3- Leadership and peer support
- 4- The quality of professional development trainings

**Week 10-11 V- Gender and cultural issues**

- 1- Gender problems at the work place from cultural perspectives
- 2- Gender at work: Cultural attitudes
- 3- Challenges experienced by women working in teaching

**Week 12-13 VI- Enhancing Quality teaching through professional development**

- 1-Training opportunities and career advancement among female teachers/workers
- 2-Support received by teachers for professional development
- 4- The connection of professional experiences to cognitive and affective needs

**Readings:**

- Laa, M. (2012). Enabling professional development networks: How connected are you? Open Universteit.
- Harwell, S. H. (2003). Teacher professional development: It's not an event, it's a process. Waco, TX: CORD. Retrieved January, 21, 2004.
- Hassel, E., & North Central Regional Educational Laboratory (U.S.). (1999). Professional development: learning from the best : a toolkit for schools and districts based on the National Awards Program for

Model Professional Development. Oak Brook, Ill.: North Central Regional Educational Laboratory.

- Heil, C. (2014). A Feminist Exploration of Gender and Communication in the Professional Sales Workplace.
- Kastman, L.-A. M. (1994). Gender and communication: the value of relational behaviors for collaborative leadership in small group interaction.
- Kumar, A. (2008). Personal, academic and career development: SOARing to success. New York, NY: Routledge.
- Mizell, H., & Learning Forward. (2010). Why Professional Development Matters.
- OECD (Éd.). (2009). Creating effective teaching and learning environments: first results from TALIS. Paris: OECD.