



# EDUC386

## Gender and Education

S1 External 2016

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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C3A 831

Contact via email

Credit points

3

Prerequisites

39cp or admission to BEd(Sec))

Corequisites

Co-badged status

Unit description

The aim of this unit is to explore a range of gender issues that affect the educational experiences and learning outcomes for both boys and girls. There is an examination of the constructions of masculinity and femininity within both historical and contemporary contexts. A particular focus is placed on the implications of literacy, information technology, popular culture and the selection of literary texts for study in schools. The intention is to extend students' knowledge of current theories, research and practice relevant to the impact of gender in education.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Knowledge and understanding of the key terms and conceptual frames used in gender education;

Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;

Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;

Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;

Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;

Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;

Effective communication and application of appropriate academic conventions; and

Capacity for self-management .

## Assessment Tasks

Name	Weighting	Due
<a href="#">Assessment 1</a>	10%	Week 4
<a href="#">Assessment 2</a>	20%	Week 6
<a href="#">Assessment 3</a>	35%	Week 10
<a href="#">Assessment 4</a>	35%	Exam period

### Assessment 1

Due: **Week 4**

Weighting: **10%**

### Assessment 1

Due: **Week 4** Weighting: **10%**

An online quiz of 20 multiple choice questions will occur from the end of week 3 to week 4. It will focus on the content of Module 1: *The Construction of Gender* and will be based on the lecture content and readings of Weeks 1, 2 and 3.

This Assessment Task relates to the following Learning Outcomes:

- Knowledge and understanding of the key terms and conceptual frames used in gender education;
- Capacity for self-management .

On successful completion you will be able to:

- Knowledge and understanding of the key terms and conceptual frames used in gender

education;

- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;
- Effective communication and application of appropriate academic conventions; and
- Capacity for self-management .

## Assessment 2

Due: **Week 6**

Weighting: **20%**

## Assessment 2

Due: **Week 6** Weighting: **20%**

An article from the list of unit readings will be allocated by the unit convenor to each student. All students will be advised in Week 1, on the unit's iLearn page, of the title and author of the paper to be reviewed.

Students will be assessed on their ability to:

- Critically review the main points of the article in relation to gender;
- Identify and critique the main line of argument and the evidence that is provided to support this;
- Analyse the key issue(s) of gender under discussion and make an explicit link to the main topic of the set grouping of the readings;
- Communicate these ideas effectively in a written report; and
- Provide a summative conclusion about the article.
- Present ideas effectively in oral communication and in an interactive manner thereby facilitating group engagement and discussion.

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- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Effective communication and application of appropriate academic conventions; and
- Capacity for self-management .

On successful completion you will be able to:

- Knowledge and understanding of the key terms and conceptual frames used in gender education;
- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Effective communication and application of appropriate academic conventions; and
- Capacity for self-management .

## Assessment 3

Due: **Week 10**

Weighting: **35%**

## Assessment 3

Due: **Week 10** Weighting: **35%**

This assignment's objectives should enable students to:

- Develop skills in researching and locating relevant resources;
- Engage critically with current research literature;
- Demonstrate an understanding of contemporary issues and concepts in relation to gender and education; and
- Consider and apply theoretical concepts to communicate effectively in a sustained and clearly written logical discussion.

This Assessment Task relates to the following Learning Outcomes:

- Knowledge and understanding of the key terms and conceptual frames used in gender education;
- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
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- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;
- Effective communication and application of appropriate academic conventions; and
- Capacity for self-management .

On successful completion you will be able to:

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- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;

- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;
- Effective communication and application of appropriate academic conventions; and
- Capacity for self-management .

## Assessment 4

Due: **Exam period**

Weighting: **35%**

## Assessment 4

Due: **Exam timetable** Weighting: **35%**

**Format:** Seven (7) short answer questions and one essay length response.

Content will be drawn from the focus topic for each week of the course.

Students will need to be familiar with the lecture material and slides and the key concepts. The course readings for each week will enhance and develop students' understanding of the key issues. NO materials may be taken into the examination room.

This Assessment Task relates to the following Learning Outcomes:

- Knowledge and understanding of the key terms and conceptual frames used in gender education;
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- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students; and

- Effective communication and application of appropriate academic conventions.

On successful completion you will be able to:

- Knowledge and understanding of the key terms and conceptual frames used in gender education;
- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;
- Effective communication and application of appropriate academic conventions; and

## **Delivery and Resources**

### **Unit Offering**

- This unit is offered externally in Session 1.
- On-campus day attendance is compulsory. Students must attend the two On Campus Days for the full day.

IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU DO NOT ENROL IN UNITS WITH CLASHING ON-CAMPUS SESSIONS.

### **Completing This Unit Satisfactorily**

All assessment tasks must be completed and submitted on time in order to satisfy course requirements. You must meet all unit outcomes to pass the unit overall. On-campus day attendance is compulsory and a requirement of the unit.

### **Technology Used and Required**

Students will need regular access to a computer and the internet to complete this unit.

The unit's iLearn page provides students with access to:



- Weekly pre-recorded (audio only) lectures and power point slides
- Unit Guide, reading list, assignments and marking criteria
- Discussion board and online forums
- Web links to recommended resources/references.

Students must check the unit's iLearn page regularly for messages or announcements. ALL correspondence will be through students' official university email addresses only.

## Resources

The unit has no prescribed text or unit reader. A reading list is available on the unit's iLearn page. The readings are available through the MQ Library MultiSearch option under the tab titled Unit Readings. In addition to the readings a number of recommended references, web-links and relevant resources are provided on the unit's iLearn page.

## Unit Schedule

Please refer to the iLearn page for information regarding the sequence of lectures for this unit.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcomes

- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;

## Assessment tasks

- Assessment 2
- Assessment 3

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;

## Assessment task

- Assessment 3

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;
- Capacity for self-management .

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Knowledge and understanding of the key terms and conceptual frames used in gender education;
- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through

- drawing upon their knowledge of current research, policies, and practices in the field;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;
- Effective communication and application of appropriate academic conventions; and

## **Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Creative capacity to develop some strategies to enhance their own pedagogical practices within a curriculum that will work towards achieving more equitable outcomes in education for all students;
- Effective communication and application of appropriate academic conventions; and

## **Assessment tasks**

- Assessment 2

- Assessment 3
- Assessment 4

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;

### Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 4

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;

- Comprehension and recognition of the need for a nuanced analysis of debates about the education of boys and girls and, in particular, to be aware of the influence of variables and factors other than gender;
- Skills to evaluate and discuss in an informed manner the current issues in gender equity, the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;
- Effective communication and application of appropriate academic conventions; and

## Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 4

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- Understanding and capacity to examine critically the concept of gender construction and its implications for the education of all boys and all girls;
- Capacity to develop and utilise their knowledge of gender issues as they apply to educational settings;

## Assessment task

- Assessment 3

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcome

- Skills to evaluate and discuss in an informed manner the current issues in gender equity,

the schooling of boys and girls, and their application to educational contexts through drawing upon their knowledge of current research, policies, and practices in the field;