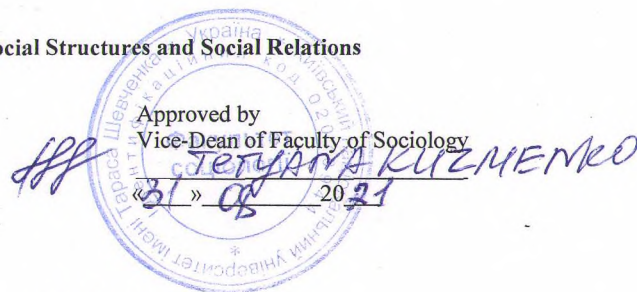


TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV
FACULTY OF SOCIOLOGY

Department of Social Structures and Social Relations



SYLLABUS

GENDERED EDUCATION

Science type	05 Social and Behavioral Sciences
Specialty	054 «Sociology»
Education level	Master
Academic program	Gender Studies
Course type	Elective

Form of study	full time
Academic year	<u>20 -20</u>
Semester	3
ECTS credits	4
Language of teaching	English
Final control	exam

Lecturer: Dr.Habil. Olena STRELNYK

Syllabus for the course developed by Doctor of Sociological Sciences (Dr. Habil. in Sociology),
Docent (Associate Professor) **Olena STRELNYK**

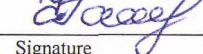
APPROVED
Head of the Social Structures and Social Relations Department


Prof. Oleg MAZURYK

Protocol № 12 від 31.08.2021 р.

APPROVED
by the Academic (Scientific and Methodic) Council of Faculty of Sociology Taras Shevchenko
National University of Kyiv

Protocol № 1 „31” August 2021

Head of the Academic Council  Tetyana CHERVYNSKA
Signature Name

KYIV – 2021

1. The purpose of the course - to acquaint students with the manifestations of gender order in the education system, the latest results of international research, ways and global trends to overcome gender inequality in education; improve critical thinking skills, academic discussion and presentation in English.

2. Prerequisites for a course:

1. to know English at the level of B2 (intermediate level), the conceptual and categorical apparatus of sociology, basic sociological theories and approaches.

2. be able to design sociological research, collect sociological information, work with arrays of primary sociological information, read and write sociological texts in English.

3. have the skills to search for relevant information in English, analysis of sociological information; participation in the discussion.

3. Abstract of the course: The discipline refers to the disciplines of student selection of the block from the List 4. The course provides students with basic knowledge about the current state of gender relations and gender order in the field of education (preschool, school, high school) in Ukraine. In particular, students will consider such topics as: theoretical approaches to the analysis of the gender order of education, gendered content of education, gendered educational environment and communication, gender inequality in access to education, gender stereotypes and segregation in education, gender mainstreaming in education, anti-discrimination expertise of educational content, feminist and gender-sensitive pedagogy, etc. They will learn about the role of feminism in creating equal access for women and men to education, the legal regulation of gender equality in education, and the basics of feminist pedagogy. The course is based on a combination of lectures and practical classes. The main activities of the practical classes are discussions, presentations, group work, as well as independent conduct of anti-discrimination examination of school textbooks by students.

4. Tasks (learning objectives):

- To know the results of contemporary sociological research on key social issues.
- Be able to work with social information, sociological research data.
- Be able to identify, analyze and interpret current social problems of society.
- Be able to use modern information and communication technologies in professional communication; information exchange; collection, analysis, processing and interpretation of data and visual presentation of scientific results.
- Be able to analyze educational content for the reproduction of a gendered "hidden curriculum".
- Demonstrate the skills of reasoned presentation of one's own opinion, competent and tolerant discussion with opponents.
- Improve the skills of academic discussion and presentation in English.
- Demonstrate skills of independent research work, mastering new knowledge.

The course is aimed at the formation of the following competencies:

- 3K03 Ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge / types of economic activity).

- CK05 Ability to discuss the results of sociological research and projects in Ukrainian and foreign languages.

- CK07 Ability to develop and evaluate social projects and programs.

5. Learning outcomes of the course:

learning outcomes (1. knowledge; 2. skills; 3. communication; 4. autonomy and responsibility)		Forms (and/or methods) of teaching and learning	Methods of evaluation	Per cent in final grade
Code	learning outcomes			
1.1	know the results of current sociological research on key social issues	lectures, workshops	discussions and presentations, practical group work, individual task	20
2.1	be able to work with social information, sociological research data	workshops	discussions and presentations, practical group work, individual task	20

2.2	be able to identify, analyze and interpret current social problems of society	lectures, workshops	discussions and presentations, practical group work, individual task	10
2.3	be able to analyze educational content and "hidden curriculum"	lectures, workshops, individual work	practical group work, individual task	20
3.1	demonstrate the skills of reasoned presentation of one's own opinion, competent and tolerant discussion with opponents.	workshops	discussions and presentations	10
3.2	to improve skills of academic discussions and presentations in English	workshops	discussions and presentations	10
4.1	demonstrate skills of independent research work, acquisition of new knowledge	workshops, individual work	practical group work, individual task	10

6. The correspondence of the results of studying with program learning outcomes

Learning outcomes (title)	Learning outcomes (code)						
	1.1	2.1	2.2	2.3	3.1	3.2	4.1
ПП02 . To identify and interpret the social problems of Ukrainian society and the world community, their causes and consequences.	+			+	+	+	
ПП03. To develop and implement social and interdisciplinary projects taking into account social, economic, legal, environmental and other aspects of public life.	+		+				+
ПП12 Be able to analyze gender issues in various spheres of public life, the ability to make gender analysis	+	+					+

7. Scheme of assessment:

7.1 Forms of student assessment:

- semester assessment:

Type of work	Min	Max
Discussions and presentations, PH1.1, PH2.1, PH2.2, PH3.1, PH3.2	25	40
Practical group work, PH1.1, PH2.1, PH2.2, PH2.3, PH 4.1	5	10
Individual task, PH1.1, PH2.1, PH2.2, PH2.3, PH 4.1	6	10
Total for semester	36	60
Exam, PH1.1, PH 2.1, PH2.2, PH2.3, PH 2.4	24	40
TOTAL	60	100

Final assessment is in form of exam: Exam in the form of written work, consisting of test and practical tasks.

For students who scored a total of less than the critical-calculated minimum - 36 points, it is necessary to submit written work - practice of missed workshops on each unfinished topic of the discipline.

7.2 Organization of evaluation:

1. Discussions and presentations – during classes on topics 1-6.
2. Practical group work – topic 6.
3. Individual task – topic 2.

7.3 Table of the course grades correspondence:

Відмінно / Excellent	90-100
Добре / Good	75-89
Задовільно / Satisfactory	60-74
Незадовільно / Fail	0-59

8. Structure of the course. Thematic plan of lectures and workshops

№	Topic	Hours		
		lectures	workshops	Individual work
1.	Gender education: theoretical approaches to analysis. Hidden curriculum	4	4	10
2.	Gendered educational content	4	4	30
3.	Gendered educational environment and gendered communication	4	4	10
4.	Gender mainstreaming in education	4	2	10
5.	Gender equality and education: international and national legislation	2	2	10
6.	Feminist pedagogy and gender-sensitive education	2	4	10
	Total	20	20	80

Total 120 hours, including:

Lectures – 20 hours.

Workshops - 20 hours.

Individual work – 80 hours.

9. Recommended Reader:

Core:

1. Gender Mainstreaming in Education. A Reference Manual for Governments and Other Stakeholders / Commonwealth Secretariat, June 1999, <https://www.academia.edu/40699445>
2. Hankivsky, Olena and Salnykova, Anastasiya (2010), Gender Mainstreaming in Post-Soviet Ukraine: Application and Applicability, Journal of Communist Studies and Transition Politics, 26: 3, p. 315-340
3. Liu, F. (2006). School culture and gender. In C. Skelton, B. Francis, & L. Smulyan (Eds.), The SAGE Handbook of Gender and Education (pp. 425–438). Thousand Oaks, CA: Sage.
4. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.), The SAGE Handbook of Gender and Education (pp. 439–452). Thousand Oaks, CA: Sage.

Recommended:

1. Brzezinski, Melanie S. (2016) Gender differences in bullying and perceptions of bullying. Thesis. <https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2276&context=etd>
2. Haydenko, Victoria (2011). Chronicles of Children's Holidays: Construction of Gender Stereotypes in Ukrainian Preschool and Elementary Education in Mapping Difference: the Many Faces of Women in Contemporary Ukraine, ed. by Marian J. Rubchak, Berghahn Books, p. 109-123
3. Integrating a Gender Perspective into Statistics /United Nations, 2016, <https://unstats.un.org/unsd/demographic-social/Standards-and-Methods/files/Handbooks/gender/Integrating-a-Gender-Perspective-into-Statistics-E.pdf>
4. Plakhotnik, Olga (2012), Gender Policy and Education in Contemporary Ukraine: Discourses and Contraversies in Gender, Politics, and Society in Ukraine, ed. by Olena Hankivsky and Anastasiya Salnykova, University of Toronto Press, p. 225-252
5. Semikolenova, Elena (2012), Gender Analysis of School Textbooks in Ukraine in Gender, Politics, and Society in Ukraine, ed. by Olena Hankivsky and Anastasiya Salnykova, University of Toronto Press, p. 253-281
6. Sibyl Frei and Sevilla Leowinata. 2014. Gender Mainstreaming Toolkit for Teachers and Teacher Educators, Commonwealth of Learning, 2014, <https://www.varkeyfoundation.org/media/4459/gender-mainstreaming-toolkit-1-copy.pdf>
7. Smyth, Emer. Single-sex Education: What Does Research Tell Us?, In Revue française de pédagogie, avril-mai-juin, 2010, https://www.researchgate.net/publication/272440475_Single-sex_Education_What_Does_Research_Tell_Us/link/55f1b1da08ae199d47c462e6/download

10. Sources:

- <https://genderindetail.org.ua/>
- EdEra-Studena: Inc <https://courses.ed-era.com/courses/course-v1:EdEra-Studena+Inc+1/about>
- The Global Gender Gap Report 2017 <https://www.weforum.org/reports/the-global-gender-gap-report-2017>
- The European Social Survey (the ESS) <http://europeansocialsurvey.org/>
- EuroBarometer http://ec.europa.eu/public_opinion/index_en.htm
- European Values Study (EVS) <http://www.europeanvaluesstudy.eu>