**國立高雄師範大學教學綱要( 112學年)**

科目名稱： 性別教育教學策略研究 □必修 █選修 教師：游美惠

任課班級：性別教育所碩士班

總學分數： 3 學分 每週上課時數： 3 小時

連繫電話：07-7172930轉2012或8716

辦公時間（office hour）：by appointment

**※※請遵守智慧財產權觀念、不得非法影印※※**

1. **課程概述：**

本課程的內容將探討性別教育相關教學策略，包括情感教育、性教育與同志教育等主題的教學策略。除了將介紹本土已經研發出的性別教育教學資源並探討其在教育現場運用可能性之外，也將研讀國外相關文獻，希望藉由本課程，學生能充實相關知能以發展出更多有效的性別教育教學策略，且能靈活將之運用在各種教學現場(包含國民教育各學習階段、大專校院或家庭教育、社會教育等場域)進行有效教學，成為一個具有批判思考和行動力的性別教育工作者，對性別平等教育的推動有更多的貢獻。

1. **教學目標：**

1.研讀國內外相關文獻並能評析其優缺點與實用性

2.發展性別教育相關教學知能。

3.研發性別教育教學策略，進而能靈活運用，達到教學成效。

**三、核心能力指標：**

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| --- | --- | --- |
| **核心能力** | **研究生能力** | **所專門能力** |
| **系所課程** | **1****創新思考能力** | **2****國際化能力** | **3****終身學習能力** | **4****性別教育專業能力** | **5****性別研究能力** | **6****批判思考與行動能力** | **7****性別關懷的助人能力** |
| **性別教育****教學策略研究** | **10%** | **10%** | **10%** | **30%** | **15%** | **15%** | **10%** |

**四、教學方式：**

* 講授20%
* 專題報告40%
* 課堂討論30%
* 其他(專題演講、課外活動參與等) 10%

**五、成績評量方式：**

* 出席並參與討論20%
* 課堂作業20%（針對指定主題與教學資源，構思課程內容與研發教學策略）
* 英文文獻導讀20%
* 期末專題「性別與管理」口頭報告20%
* 期末學習心得報告20%

**六、教學進度：**

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|  | **週次 / 教學內容** |
| 1 | 9/11課程介紹 |
| 2 | 9/18 課程調整，參與課外學習活動(\*任擇上午或下午其中半天的活動參與)\*12/12(10:00-16:00)活動，「性別平等政策在大專校園與公部門的推動」 |
| 3 | 9/25專題演講 13:30-16:00性別教育教學策略分享 / 蔣琬斯 / 1.演講小撇步，2.月經教育與愛滋防治教育教學演示 |
| 4 | 10/2運用現有教學資源與媒材，思索教學策略之發展，提升性別平等意識(網路學習資源)* 游美惠、楊幸真主編（2017）。《性別意識成長數位學習課程手冊》。台北：教育部。
* 蔣琬斯、游美惠、王紫菡主編（2022）。《給家一個擁抱：認識多元型態家庭學習資源手冊》。台北：教育部。
* 「Gender 在這裡」網站中的性別教育教學策略(思考:如何運用現有教學資源與媒材進行性別教育)
 |
| 5 | 10/9 放假 |
| 6 | 10/16破除性別刻板印象的教學策略* 幸佳慧（2014）。〈女生和男生到底有什麼不同﹖〉《用繪本跟孩子談重要的事：能獨立思考的孩子，到哪裡都能過得好》。頁83-100。台北：如何。
* Murphy, M. J. (2013). Engendering material culture: The gendered packaging of bath and beauty products. In *Activities for teaching gender and sexuality in the university classroom*. (pp.170-177). R & L Education
 |
| 7. | 10/23情感教育教學策略* 楊幸真、游美惠（2014）台灣性別與情感教育研究之回顧分析：知識生產的挑戰與展望。臺灣教育社會學研究，14（2）：109-166。
* 王曉丹、韓宜臻（2019）。解鎖，開啟新時代的情感：從浪漫愛、匯流愛到主體愛。Pp.275-288載於王曉丹主編，《這是愛女，也是厭女》。台北：大家。
* 游美惠、莊淑靜編. (2020).《情感教育 ALL PASS：彙編大專校院辦理情感教育相關議題之課程教學與活動參考指引》。台北：教育部。
 |
| 8 | 10/30性別與陽剛氣概* Eckstein, J. J. (2013). Being a man: Challenging or reinforcing embodied masculinities in the university classroom. In *Activities for teaching gender and sexuality in the university classroom*. (pp.155-161). R & L Education.
* Nurturing and Protecting The Emotional Life of the Boy in Your Life as detailed in RAISING CAIN By: Dan Kindlon, Ph.D. and Michael Thompson, Ph.D.
* Weiss, E., & Poynter, K. (2013). Femininity and masculinity: An exploration of the relative elements of gender identity. In *Activities for teaching gender and sexuality in the university classroom*. (pp. 12-16). R & L Education.
 |
| 9 | 11/6課程調整成11/8(10:30-13:30)活動，「看電影(法律女王)，學性別」 |
| 10 | 11/13「權力、決策與影響力」之性別教學策略探討* Watt, S. S. (2013). Analyzing media representations of powerful women in the workplace. In *Activities for teaching gender and sexuality in the university classroom*. (pp.207-213). R & L Education.
* 楊婉瑩。(2019)。〈沒有選擇的選擇：女性從政者的雙重束縛〉，載於王曉丹主編，《這是愛女，也是厭女》，頁171-193。新北市：大家出版。
* Dever, R. L. & Mills, A. J. (2015). Are we still telling female studentsthey can’t lead? A content analysis of leadership writings and representations in organizational behavior texts. In P. M. Flynn, K. Haynes & M. A. Kilgour (Eds.), I*ntegrating Gender Equality into Business and Management Education: Lessons Learned and Challenges Remaining* (pp. 165-182). Greenleaf Publishing Limited.
 |
| 11 | 11/20性教育相關議題探討* Trivette, S. (2013). Sexual secret cards: Examining sexual norms and cultural taboos around sexuality. In *Activities for teaching gender and sexuality in the university classroom*. (pp. 57-61). R & L Education.
* Berkland, M. K. (2013). Is it theft? Using the ethics of crime to frame a discussion of sexual consent and sexual assault. In *Activities for teaching gender and sexuality in the university classroom*. (pp. 17-25). R & L Education.
* Nodulman, J. A. (2013). Let’s talk about sex: Teaching college students how to navigate sexual communication conversations with relational partners. In *Activities for teaching gender and sexuality in the university classroom*. (pp. 104-116). R & L Education.
 |
| 1213 | 11/27 & 12/4性同意權與數位性別暴力* 劉慧雯. (2015)。從媒體素養到新素養: 試論教學策略與認識論的轉變。《中華傳播學刊》, (27), 67-98.
* Paske, K. (2022). Primary prevention in higher education. In Humphreys, C. J., & Towl, G. J. (Eds.). (2022). *Stopping gender-based violence in higher education: policy, practice, and partnerships* (pp.262-282). Taylor & Francis.
* Humphreys, C. J., & Towl, G. J. (2022). We should do something (someday): Identifying and working through resistance to gender-based violence prevention. In Humphreys, C. J., & Towl, G. J. (Eds.). (2022). *Stopping gender-based violence in higher education: policy, practice, and partnerships* (pp.302-320). Taylor & Francis.
* Phippen, A. and Bond, E. (2022). Working with schools to tackle online harms and gender-based violence. In Humphreys, C. J., & Towl, G. J. (Eds.). (2022). *Stopping gender-based violence in higher education: policy, practice, and partnerships* (pp.390-412). Taylor & Francis.
* 數位性別暴力桌遊：更多發展的可能性
 |
| 1415 | 12/11 & 12/18 同志（友善）教育教學策略:* DePalma, R., & Atkinson, E. (2009). ‘No outsiders’: Moving beyond a discourse of tolerance to challenge heteronormativity in primary schools. B*ritish Educational Research Journal, 35*(6), 837-855.
* DePalma, R., & Atkinson, E. (2010). The nature of institutional heteronormativity in primary schools and practice-based responses. *Teaching and Teacher Education, 26*(8), 1669-1676.
* Ochs, R. & Murphy, M. J. (2013). Beyond binaries: Seeing sexual diversity in the classroom. In *Activities for teaching gender and sexuality in the university classroom*. (pp. 62-70). R & L Education.
* Krebbekx, W. (2021). Watching six-packs, chilling together, spreading rumours: Enacting heteronormativity through secondary school friendships and teaching practices. *Gender and Education, 33*(1), 17-32.
 |
| 16 | 12/25 管理學門的性別教育教學策略(三擇一，期末口頭報告)* Kilgour, M. A. &Peat, J. (2015). Gender equality in management education: Past, present and future. In P. M. Flynn, K. Haynes & M. A. Kilgour (Eds.), *Integrating Gender Equality into Business and Management Education: Lessons Learned and Challenges Remaining* (pp. 10-25). Greenleaf Publishing Limited.
* Hall, J. &Peat, J. (2015). Gender and pedagogy: A business school case study. In P. M. Flynn, K. Haynes & M. A. Kilgour (Eds.), *Integrating Gender Equality into Business and Management Education: Lessons Learned and Challenges Remaining* (pp. 326-344). Greenleaf Publishing Limited.
* Bilimoria, D. (2015). Integrating gender equality into management education: An MBA course on women in organizations. In P. M. Flynn, K. Haynes & M. A. Kilgour (Eds.), *Integrating Gender Equality into Business and Management Education: Lessons Learned and Challenges Remaining* (pp. 345-357). Greenleaf Publishing Limited.
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| 17 | 2024/1/1 放假一天 |
| 18 | 期末考週(繳交期末學習心得，約1000字) |

**七、其他參考書目與教學資源：**

游美惠、蔡麗玲主編，(2010)。《性別好好教》。台北：教育部。

梁若瑜譯，Jean-Michel Billioud, Sophie Nanteuil原著。(2020)。《我是誰我決定：給你我的最佳性別指南》。台北：愛米粒

蕭昭君、王儷靜、洪菊吟主編，(2012)。《我們可以這樣教性別》。台北：教育部。

Baker, J. M. (2006). *How homophobia hurts children: Nurturing diversity at home, at school, and in the community*. NY: The Haworth Press.

British Columbia Ministry of education (2000). *Helping our kids live violence free: A parent's guide for children in Grades K to 7.* British Columbia: British Columbia, Ministry of education.

Lee, C. (2004). *Preventing bullying in schools: A guide for teacher and other professionals*. London: Paul Chapman Publishing.

No Outsiders Project Team (2010). *Undoing homophobia in primary schools*. USA: Trentham Books.

Sears, J. T. (2004). *Gay, lesbian, and transgender issues in education: Programs, policies, and practices*. NY: The Haworth Press.

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