



## 教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	性別與多元文化教育		學年/學期 Academic Year/Semester	105/2	
課程名稱(英文) Course Name in English	Gender Issues & Multicultural Education				
科目代碼 Course Code	ME_51600	系級 Department & Year	碩士	開課單位 Course-Offering Department	教育與潛能開發學系
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0		
授課教師 Instructor	/王采薇				
先修課程 Prerequisite					
課程描述 Course Description					
<p>壹、課程目標</p> <p>本課程介紹性別與多元文化教育研究論述、方法和實例，經由這門課程來分析、檢視並反省性別與教育相關議題，提昇同學們的專業視野、思考及研究能力，瞭解性別差異的建構，關懷日常教育中性別議題，根除刻板印象，培養對性別與教育的公正態度，促進教育機會以及學習過程性別均等。</p> <p>我們將透過制度面分析性別教育機會，也將討論學習過程中的性別偏見或歧視、教師及相關人員的態度和行為等對性別意識傳授的影響。</p> <p>最重要的，我們將進一步探討如何透過多元文化的視野，持續來關心、支持並實踐性別平權教育，讓所有學生在課程與教學、師生互動、校園環境、及教育行政制度上有公平的學習機會，建立所有學生自尊自信、學習與思考的積極態度和能力，接受、欣賞並肯定不同性別的表現與成就，發展性別平等意識、培養性別互動能力、促進性別間的關懷與和諧。</p> <p>一、本課程邀請我們檢視、反思並分自我的性別與學習經驗，經由認識了解自我與他（她）人的性別學習經驗，一起檢視批判既有性別與教育差異，以具備應用專業知能探究與批判現象的能力，更培養對差異的尊重與尋求正義的態度。</p> <p>二、本課程啟發並提昇學習者性別與教育議題批判與分析的專業視野，思考及研究能力，培養兼具分析力、綜合力、執行力的性別與多元文化教育研究專業人才。</p> <p>三、本課程透視社會體制中性別（和族群、性別、階級交錯）不平等問題，協助學習者具備理解多元族群文化、性別與教育平等之觀點，以多元的視野參與性別平權教育行動的能力。</p> <p>四、本課程期望經由閱讀及討論，啟發我們對於性別與多元文化教育的認識、檢視與分析，更具備主動積極與跨領域專業社群團隊合作，具備多元文化教育正義精神的實踐能力。</p>					
課程目標 Course Objectives					
<p>我們希望透過這門課程，共同來分析、檢視並反省性別與教育相關議題，瞭解性別差異的建構，根除刻板印象，促進教育機會以及學習過程性別均等。</p> <p>我們將透過制度面分析性別教育機會，也將討論學習過程中的性別偏見或歧視、教師及相關人員的態度和行為等對性別意識傳授的影響。</p> <p>最重要的，我們將進一步探討如何透過多元文化的視野，持續來關心、支持並實踐性別平權教育，讓所有學生在課程與教學、師生互動、校園環境、及教育行政制度上有公平的學習機會，建立所有學生自尊自信、學習與思考的積極態度和能力，接受、欣賞並肯定不同性別的表現與成就，發展性別平等意識、培養性別互動能力、促進性別間的關懷與和諧。</p>					
系專業能力 Basic Learning Outcomes				課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives	
A	具備理解台灣多元族群文化、性別與社會階級差異之觀點。Gaining perspectives to understand the diversity of ethnicity, gender and class in Taiwan				

B	具備理解不同類型的社會不平等現象、透視霸權運作模式的能力。Acquiring ability to comprehend social inequalities and fathom the operation of hegemon	
C	具備統整台灣社會現象與世界重要文化事件的能力。Acquiring ability to integrate social phenomena in Taiwan with critical cultural events worldwide	
D	具備從多元廣泛探索中尋找貫串與連結的能力。Acquiring ability to connect while exploring a wide variety of seemingly unrelated social issues	
E	具備與跨領域專業社群共同合作、參與社會與教育改革之行動能力。Acquiring ability to collaborate with cross-disciplinary professional communities, and engage in social and educational reform	

圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated

### 授課進度表 Teaching Schedule & Content

週次 Week	內容 Subject/Topics	備註 Remarks
1	課程綱要說明	
2	<p>性別與教育：我們的經驗論述</p> <p>閱讀及討論材料：            卜少平、駱明慶 (2015)。父母對子女教育投資的性別差異—以就學貸款為例。人文及社會科學集刊，27 (2)，361-393。            王雅玄 (2012)。主宰性別主宰科技？科技性別化現象分析。科學教育學刊，20 (3)，241-265。            陳金燕 (2008)。性別與教育：從《性別平等教育法》談起。研考雙月刊，32 (4)，79-92。            游美惠 (2010)。性別教育與臺灣社會。載於游美惠、楊幸真、楊巧玲 (主編)，性別教育 (頁3-21)。臺北：華都文化。            黃秋華、陸偉明 (2008)。臺灣高等教育性別區隔現象與碩士畢業生進修理由之探討。高等教育，3 (2)，63-88。            楊幸真 (2010)。性別教育的推動與發展。載於游美惠、楊幸真、楊巧玲 (主編)，性別教育 (頁23-48)。臺北：華都文化。            駱明慶 (2001)。教育成就的省籍與性別差異。經濟論文叢刊，29 (2)，117-152。            Ma, Y-Y (2011). Gender differences in the paths leading to a STEM baccalaureate. Social Science Quarterly, 92(5), 1169-1190.</p>	
3	<p>性別與教育：國外研究發現</p> <p>閱讀及討論材料：            Autor, D., Figlio, D., Karbownik, K., Roth, J., &amp; Wasserman, M. (2016). School quality and the gender gap in educational achievement. American Economic Review: Papers &amp; Proceedings 2016, 106(5): 289-295.            Barone, C. (2011). Some things never change: Gender segregation in higher education across eight nations and three decades. Sociology of Education, 84(2), 157-176.            Orenstein, P. (1994). Schoolgirls: Young women, self-esteem, and the confidence gap. New York: Anchor Books. Chapter 1: Learning silence: Scenes from the class struggle (pp. 3-31)            Sadker, M., &amp; Sadker, D. (1994). Failing at fairness: How our schools cheat girls. New York: Touchstone. Chapter 1: Hidden Lessons (pp. 1-14)            The United Nations Educational, Scientific and Cultural Organization (UNESCO). (2014). UNESCO priority gender equality action plan - 2014-2021. Paris: UNESCO.            Wellesley College Center for Research on Women. (1992). The AAUW report: How schools shortchange girls (Executive summary). The American Association of University Women Educational Foundation.</p>	

4	<p>性別平權教育：國外研究發現</p> <p>閱讀及討論材料：</p> <p>Center on Education Policy (2010). Slow and uneven progress in narrowing gaps. 2017年2月5日取自<a href="http://all4ed.org/articles/slow-and-uneven-progress-in-narrowing-gaps-new-report-examines-state-test-score-trends-finds-states-have-long-way-to-go-in-closing-achievement-gaps/">http://all4ed.org/articles/slow-and-uneven-progress-in-narrowing-gaps-new-report-examines-state-test-score-trends-finds-states-have-long-way-to-go-in-closing-achievement-gaps/</a></p> <p>Chisamya, G., DeJaeghere, J., Kendal, N., &amp; Khan, M. A. (2012). Gender and education for all: Progress and problems in achieving gender equity. <i>International Journal of Educational Development</i>, 32, 743-755.</p> <p>Corbett, C., Hill, C., &amp; St. Rose, A. (2008). <i>Where the girls are: The facts about gender equity in education</i>. Washington, DC: AAUW.</p> <p>Fennell, S. &amp; Arnot, M. (Eds.) (2008). <i>Gender education and equality in a global context: conceptual frameworks and policy perspectives</i>. London: Routledge.</p> <p>Hill, C., Corbett, C., &amp; St. Rose, A. (2010). <i>Why so few? Women in science, technology, engineering, and mathematics</i>. Washington, DC: AAUW.</p> <p>The Organization for Economic Cooperation and Development (OECD) (2012). <i>Closing the gender gap: Act now, Executive Summary</i>. Washington, DC: Author.</p> <p>UNESCO Bangkok Asia and Pacific Regional Bureau for Education (2016). <i>Closing the gender gap in STEM: Drawing more girls and women into Science, Technology, Engineering and Mathematics</i>. UNESCO Asia-Pacific Education Thematic Brief.</p>	
5	<p>性別與多元文化教育（一）</p> <p>閱讀及討論材料：</p> <p>Anthias, F (2002), <i>Beyond feminism and multiculturalism: Locating difference and the politics of location</i>. <i>Women's Studies International Forum</i>, 25(3), 275 - 286.</p> <p>Asher, N. (2007). <i>Made in the (multicultural) U.S.A.: Unpacking tensions of race, culture, gender and sexuality in education</i>. <i>Educational Researcher</i>, 36 (2), 65-73.</p> <p>Beckett, C., &amp; Macey, M. (2001). <i>Race, gender and sexuality: The oppression of multiculturalism</i>. <i>Women's Studies International Forum</i>, 24(3/4), 309 - 319.</p> <p>Enslin, P. (2001). <i>Multicultural education, gender and social justice: Liberal feminist misgivings</i>. <i>International Journal of Educational Research</i>, 35, 281 - 292.</p> <p>Okin, S. M. (1998). <i>Feminism and multiculturalism: Some tensions</i>. <i>Ethics</i>, 108(4), 661-684.</p> <p>McCray, C. R., &amp; Beachum, F. D. (2010). <i>An analysis of how the gender and race of school principals influences their perceptions of multicultural education</i>. <i>International Journal of Education Policy &amp; Leadership</i>, 5 (4), 1-10.</p> <p>Ponzanesi, S. (2007). <i>Feminist theory and multiculturalism</i>. <i>Feminist Theory</i>, 8(1), 91 - 103.</p> <p>Volpp, L. (1996). <i>Talking "culture": Gender, race, nation, and the politics of multiculturalism</i>. <i>Columbia Law Review</i>, 96(6), 1573-1617.</p> <p>Volpp, L. (2001). <i>Feminism versus multiculturalism</i>. <i>Columbia Law Review</i>, 101(5), 1181-1218.</p>	

性別與多元文化教育（二）

閱讀及討論材料：

方德隆（2001）。多元文化的性別意識內涵。載於方德隆，課程理論與實務（頁225-239）。高雄：麗文。

王秀紅（2011）。性別主流化與護理。護理雜誌，58（6），5-10。

成令方（2010）。為什麼醫療需要性別觀點？臺灣醫學，14（5），560-564。

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林香河、陳國彥（2013）。國中性別平等教育課程評鑑指標建構之研究。教育學誌，29，1-20。

林維紅、陳秀曼（2004）。臺灣高等教育中的婦女與性別研究課程：多元文化觀點的設計。亞太地區性別教育學術與實務研討會論文集，2004.11.25-26，臺北。

教育部（主編）（2007）。太空人與小紅帽。臺北：女書。第IV輯。

曹英（2012）。性別及多元文化課程之建置與成效評估—以技職院校護理系為例。健康管理學刊，10（2），115-125。

陳伯璋（2009）。當前多元文化教育實踐與省思—兼論新多元文化教育的可能。教育與多元文化，1，1-16。

游美惠（2003）。因應差異的性別教育實踐 - 小學多元文化性別教育的發展方向。教育研究月刊，117，14-21。

6 游美惠（2005）。性別教育最前線 -- 多元文化的觀點。臺北：女書。

游美惠（2009）。差異、認同與性／別教育：從多元文化觀點思索學校性教育的開創空間。教育研究月刊，185，18-28。

游美惠（2012）。性別與多元文化教育。載於譚光鼎、劉美慧、游美惠編著，多元文化教育（三版）（頁61-87）。臺北：高等教育。

游美惠、黃馨慧、潘慧玲、謝小芬（2004）。從性別盲到性別敏感的教育研究：以婦女成人教育與性教育研究的文獻回顧為例。通識教育季刊，11（1/2），1-38。

黃純敏（2012）。性別多樣性、偏見與人權：多元文化教育的轉化力量。性別平等教育季刊，61，19-30。

劉怡（2010）。Nurses' work role in the context of gender and Chinese culture: An online forum study. The Journal of Nursing Research, 18(2), 117-125.

劉瑩潔（2009）。Gender differences in a text-based virtual environment. 朝陽學報，14，229-252。

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潘慧玲、黃馨慧、周麗玉、楊心蕙（2010）。高級中等學校性別平等教育能力指標之建構。課程與教學季刊，13（2），23-46。

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蕭昭君、王儷靜、洪菊吟（主編）（2009）。我們可以這樣教性別。臺北：教育部。

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性別與教育：女性主義觀點

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- Dillabough, J. (2001). Gender theory and research in education: Modernist tradition and emerging contemporary themes. In B. Franics & C. Skelton (Eds.), Investigating gender: Contemporary perspectives in education (pp. 177-188). Buckingham, Philadelphia: Open University Press.
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- 7 Khattak, S. G. (2011). Feminism in education: Historical and contemporary issues of gender inequality in higher education. Occasional Papers in Education & Lifelong Learning: An International Journal Volume 5(1-2), 67-81.
- Lorber, J. (1997). The variety of feminisms and their contribution to gender equality. Retrieved Feb. 5, 2017, from <http://oops.uni-oldenburg.de/1269/1/ur97.pdf>
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- Weiner, G. (1995). Feminisms in education: An introduction. Buckingham, Philadelphia: Open University Press. Chapter 4: Feminisms and education (51-73).
- 方志華 (2010)。關懷取向女性主義者之課程藍圖探究。課程與教學季刊，13 (2)，1-22。
- 白亦方、盧曉萍 (2005)。性別課程的回顧與前瞻。課程與教學，8 (4)，117-130。
- 施悅欣、陸偉明 (2002)。教師與學生之性別意識：以一個性別相關課程為場域。女學學誌，14，275-312。
- 楊幸真 (2010)。校園生活與性別：性別學習與教學實踐。臺北：巨流。
- 劉開鈴、陸偉明 (編) (2009)。認同、差異與發聲 - 性別教學演練。臺北：五南。

<p>8</p>	<p>學校教育中的性別差異現象（一）</p> <p>閱讀及討論材料：</p> <p>Bhana, D., Nzimakwe, T., &amp; Nzimakwe, P. (2011). Gender in the early years: Boys and girls in an African working class primary school. <i>International Journal of Educational Development</i>, 31, 443-448.</p> <p>Bonomo, V. (2010). Gender matters in elementary education: Research-based strategies to meet the distinctive learning needs of boys and girls. <i>Educational Horizons</i>, Summer 2010, 257-264.</p> <p>Campbell, D. E. (2004). How society and schools shortchange girls and boys. In D. E. Campbell, <i>Choosing democracy: A practical guide to multicultural education</i>. (3rd Edition)(pp. 139-165). Upper Saddle River, NJ: PEARSON Ltd.</p> <p>Paechter, C. F. (1998). <i>Educating the other: Gender, power and schooling</i>. London, Washington, D. C.: The Falmer Press. Chapter 3: Gender Differences in School (pp.19-37)</p> <p>Riney, N. R. &amp; Foreschle, J. (2012). Socialization processes of engineering students: Differences in the experiences of females and males. <i>Administrative Issues Journal</i>, 2(1), 96-106.</p> <p>Sadker, D., &amp; Sadker, M. (2001). Gender bias: From colonial America to today's classrooms. In J. A. Banks &amp; C. A. M. Banks (Eds.), <i>Multicultural education: Issues &amp; perspectives</i> (4th Edition) (pp. 127-151) New York: John Wiley &amp; Sons, Inc.</p> <p>Sadker, M., &amp; Sadker, D. (1994). <i>Failing at fairness: How our schools cheat girls</i>. New York: Touchstone. Chapter 3: Missing in Interaction (pp. 42-76).</p>	
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學校教育中的性別差異現象 (二)

閱讀及討論材料：

Beaman, R., Wheldall, K., & Kemp, C. (2006). Differential teacher attention to boys and girls in the classroom. *Educational Review*, 58 (3), 339-366.

Bramley, T., Vidal Rodeiro, C.L., & Vitello, S. (2015). Gender differences in GCSE. Cambridge Assessment Research Report. Cambridge, UK: Cambridge Assessment.

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Duffy, J., Warren, K., & Walsh, M. (2001). Classroom interactions: Gender of teacher, gender of student, and classroom subject. *Sex Roles*, 45 (9/10), 579-593.

9 Jones, S. M., & Dindia, K. (2004). A meta-analytic perspective on sex equity in the classroom. *Review of Educational Research*, 74 (4), 443-471.

O' Shea, M., Heilbronner, N. N., & Reis, S. M. (2010). Characteristics of academically talented women who achieve at high levels on the scholastic achievement test - mathematics. *Journal of Advanced Academics*, 21(2), 234-271.

Pekkarinen, T. (2012). Gender Differences in Education (IZA DP No. 6390). Retrieved Feb. 5, 2017, from <http://ftp.iza.org/dp6390.pdf>

Rampino, T., & Taylor, M. (2013). Gender differences in educational aspirations and attitudes. Institute for Social and Economic Research, University of Essex. Retrieved Feb. 5, 2017, from <https://www.iser.essex.ac.uk/research/publications/working-papers/iser/2013-15.pdf>

Sandholtz, J. H., & Sandholtz, S. H. (2010). Confronting gender issues in a novice teacher's classroom: Student and parent/teacher educator perspectives. *The New Educator*, 6, 118-134.

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性別平權教育（二）台灣經驗暨反思

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17	學期報告分享	
18	學期報告分享	

教學策略 Teaching Strategies

- 課堂講授 Lecture                       分組討論 Group Discussion                       參觀實習 Field Trip
- 其他 Miscellaneous: 本課程授課方式以講授、問答、討論、諮詢、回饋及口頭報告為主。

學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績 General Performance	20%			✓					導讀
期中考成績 Midterm Exam									
期末考成績 Final Exam	50%		✓	✓	✓				
作業成績 Homework and/or Assignments	30%		✓	✓					
其他 Miscellaneous (_____)									

評量方式補充說明  
Grading & Assessments Supplemental instructions

教科書與參考書目 (書名、作者、書局、代理商、說明)  
Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

課程教材網址 (教師個人網址請列在本校內之網址)  
Teaching Aids & Teacher's Website (Personal website can be listed here.)

其他補充說明 (Supplemental instructions)