



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專題研究		學年/學期 Academic Year/Semester	105/2	
課程名稱(英文) Course Name in English	Seminar in Gender Issues and Multicultural Education				
科目代碼 Course Code	ME_72720	系級 Department & Year	博士	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	具備多元文化學術研究的知識與對於族群、階級、性別等不平等處境之深度分析能力。Gaining academic knowledge in multicultural education to analyze the unequal power relations pertaining to social dimensions of ethnicity, gender and class				

B	具備專業領域推動多元文化教育創新的能力與精神。Acquiring professional competence and motivation to promote and innovate multicultural education	
C	具備多元文化溝通、運用跨領域之資訊、傳達多元文化教育觀點之能力。Acquiring ability to communicate cross-culturally, utilize cross-disciplinary information, and share perspectives of multicultural education	
D	具備多元文化社群行動能力，主動發掘教育與社會革新議題，參與教育與社會改革行動。Acquiring ability to ally with diverse cultural communities, investigate educational and social problems with a view to initiate actions to reform	
E	具備運用跨國多元文化教育觀點，發展在地理論與實踐視角的能力。Gaining perspectives of multicultural education within cross-country contexts while developing theoretical knowledge and praxis in the local context	

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., & Wasserman, M. (2016). School quality and the gender gap in educational achievement. American Economic Review: Papers & 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., & 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/</p> <p>Chisamya, G., DeJaeghere, J., Kendal, N., & 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., & St. Rose, A. (2008). <i>Where the girls are: The facts about gender equity in education</i>. Washington, DC: AAUW.</p> <p>Fennell, S. & 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., & 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., & 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., & 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 & 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。

江盛（2014）。性別主流化的醫療觀點。臺灣醫學，18（3），325-332。

李淑菁（2009）。族群想像下的性／別意象：再思台灣多元文化教育。台灣社會研究季刊，76，179-216。

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。

滕德政（2008）。性別一點零：讓教學看見課程中的性別。臺北：五南。

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。

蕭宏恩（2011）。性別、關懷與醫學倫理。台灣醫學人文學刊，12（1 & 2），50-65。

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

閱讀及討論材料：

- Acker, S. (1994). Gendered education: Sociological reflections on women, teaching and feminism. Buckingham, Philadelphia: Open University Press. Chapter 3: Feminist Theory and the Study of Gender and Education (pp.43-54) 或者 International Review of Education, 33(4), (1987), 419-435.
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- Biklen, S. K., & Pollard, D. (2001). Feminist perspectives on gender in classrooms. In V. Richardson (Ed.), Handbook of research on teaching (4th Edition) (pp. 723-748). Washington, D.C.: American Educational Research Association.
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- David, M. E. (2015). Women and gender equality in higher education? Education Science, 5, 10-25.
- 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>
- Thompson, A. (2003). Caring in context: Four feminist theories on gender and education. Curriculum Inquiry, 33(1), 9-65.
- Unterhalter, E. (2005). Fragmented frameworks? Researching women, gender, education, and development. In S. Aikman and E. Unterhalter (Eds.), Beyond access: Transforming policy and practice for gender equality in education (pp. 15-35). UK: Oxfam GB.
- Weiler, K. (1988). Women teaching for change: Gender, class & power. Westport, Connecticut, London: Bergin & Garvey. Chapter 2: Feminist Analyses of Gender and Schooling (pp. 27-56)
- 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。

8	<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., & 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. & 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., & Sadker, M. (2001). Gender bias: From colonial America to today's classrooms. In J. A. Banks & C. A. M. Banks (Eds.), <i>Multicultural education: Issues & perspectives</i> (4th Edition) (pp. 127-151) New York: John Wiley & Sons, Inc.</p> <p>Sadker, M., & 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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Department of Education and Skills (2007). Gender and education: The evidence on pupils in England. Retrieved Feb. 5, 2017, from <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00389-2007BKT-EN.pdf>

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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>

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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.

Stromquist, N. P. (1990). Gender inequality in education: Accounting for women's subordination. *British Journal of Sociology of Education*, 11 (2), 137-153.

Voyer, D., & Voyer, S. D. (2014). Gender differences in scholastic achievement: A meta-analysis. *Psychological Bulletin*, 140(4), 1174-1204.

性別平權與教育（一）

閱讀及討論材料：

Klein, S. S. with C. Kramarae, B. Richardson (2007). Examining the achievement of gender equity and through education. In S. S. Klein (et al.) (Eds.), Handbook for achieving gender equity through education (2nd edition) (pp. 1-13). Mahwah, New Jersey: Lawrence Erlbaum Association, Inc.

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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)