

## 63307 - Gender Equality

### Syllabus Information

**Academic year:** 2023/24

**Subject:** 63307 - Gender Equality

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education

590 - University Master's Degree in Teaching, specializing in Geography and History

591 - Master's Degree in Teaching, specializing in Philosophy

592 - Master's Degree in Teaching, specializing in Business and Economics

593 - Master's Degree in Teaching, specializing in Mathematics

594 - Master's Degree in Teaching, specializing in Technology and Computer Science

595 - Master's Degree in Teaching, specializing in Biology and Geology

596 - Master's Degree in Teaching, specialization in Physics and Chemistry

597 - Master's Degree in Teaching, specializing in Spanish Language and Literature. Latin and Greek

598 - Master's Degree in Teaching, specialization in Foreign Language: French

599 - Master's Degree in Foreign Language Teaching: English

600 - University Master's Degree in Teaching, specializing in Music and Dance

601 - University Master's Degree in Teaching, specializing in Industrial and Construction Processes

602 - University Master's Degree in Teaching, specializing in Administration, Marketing, Tourism, Services to the Community and FOL

603 - Master's Degree in Teaching, specializing in Sanitary, Chemical, Environmental and Health Processes Agri-food

**ECTS:** 3.0

**Year:** 1

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

The sense of this subject is justified in a social context characterized by the need to implement and generalize models of relationships characterized by gender equity and equality that in the educational context, as a socializing space, it is essential to put into practice and transfer it to all areas of life. The educational context has, of course, a relevant role in the prevention of gender violence and the future secondary school teacher must know the most appropriate resources and prevention strategies.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning results of the subject provides training and knowledge, skills and competencies to contribute in a certain extent to their achievement

- Goal 4: Quality Education.
- Goal 5: Gender Equality.

### 2. Learning results

- To know the process of social construction of gender, its implications and consequences in society.
- To analyse the situation of women and men in different spheres of social reality (politics, work and culture).
- To know how to teach to question and deconstruct existing patriarchal cultural patterns about men and women, providing a new model for the construction of gender equity.
- To know and analyse some of the proposals, experiences and resources that are being developed in socio-educational contexts to prevent gender violence
- To be able to analyse and counteract the impact of advertising and entertainment media that may undermine equity between genders.
- To know the current legislation and protocols in education for the prevention and treatment of gender violence in the educational environment
- To be able to design educational proposals to promote, prevent and deal with gender equality in the educational field

### 3. Syllabus

- General theoretical concepts
- Sexual identity and gender identity
- Sex-gender roles and stereotypes

- The social construction of gender
- The role of the media in the construction of gender identities
- Equality at school, affective-sexual education and coeducation.
- Gender violence in educational contexts and in the adolescent population: incidence, causes and consequences.
- Preventive socialization of gender violence in the classroom

#### 4. Academic activities

The following activities may be carried out during the subject:

- Master classes.
- Complementary readings to the explanations developed in group-class.
- Search for information and documentation.
- Individual study.
- Preparation of group or individual directed work.
- Analysis of situations and experiences.
- Problem solving and case studies.
- Attendance to lectures/events related to the topics of the subject.
- Assessment test

#### 5. Assessment system

##### Types of tests

Oral or written exam directed work and practical dossier.

##### Assessment criteria

For the written test as well as for the directed work and the practices, conceptual rigor, coherence and support in references in the basic bibliography on the subject will be taken into account, as well as the adequacy to the orthographic and writing norms.

Fraud or total or partial plagiarism in any of the evaluation tests will result in not passing the subject with the minimum grade, in addition to the disciplinary sanctions adopted by the Guarantee Committee for these cases.

##### Levels of demand (requirements to pass the subject)

Equal or exceed 50% of the maximum grade in each type of test

Weighting:

The grade obtained in the written test will account for 40% of the final grade.

Directed work: 30%

Practices dossier: 30%

##### Global test and second call

The global evaluation, following the current regulations, will consist of an overall test based on a written test, including the design and justification of a proposal that contributes to prevent or treat gender violence in students of a secondary school class, as well as a short essay on one of the contents of the subject.

In the second call, each student will be able to choose between an overall test or the average between the completion of the activities initially foreseen, if they have only failed the written test.

##### Fifth and sixth calls

Overall test according to the indications in the global test section.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.