Gender Awareness in Media Education

Manual
Promotion of Gender-Sensitive Media Education
Didactic Material for Use in European Teacher Education

CH - Switzerland
CZ – Czech Republic
DE - Germany
FI - Finland
GR - Greece
LT – Lithuania
PL - Poland

http://www.project-game.eu
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INTRODUCTION

Creating gender fair teaching and learning relations in Media Education

The application of new media and competence in using it are influenced by gender-specific differences. Gender disparities affecting the competence and motivation of boys and girls, have been widely investigated. Nevertheless, the gender perspective as a central component of teaching and learning processes is still missing in schools and teacher education.

How do you create gender balanced ICT\(^1\) teaching and learning relations? How can you apply this diversity in a constructive way in schools and teacher education? With our manual “Promotion of Gender-Sensitive Media Education” we would like to support teachers and teacher educators in directing attention towards the heterogeneity of pupils and students and to broaden their gender perspectives. The objective is to introduce gender aspects of media education constructively in schools and teacher education. Within the broad thematic spectrum of “New Media” the authors concentrate on Computer and Internet.

How ICT contribute to the construction of gender

Cultural stereotypes affect children’s own views on gender. Children learn their gender roles in sandpits, playgrounds, schoolrooms, camps and churches and are taught by peers, parents, brothers, sisters, coaches, teachers and just about everybody else. Often, the family circle, teachers and friends espouse stereotypes and research shows that these views are reflected in their behaviour.

Traditionally, it is the field of technology which contributes to “making the difference”. It creates a clear demarcation line for gender-specific behaviour, stereotypical preferences and abilities. Accordingly, young people typically tend to think that boys are generally better at computers. What is interesting here is that while girls sometimes do not conform to stereotypes, boys perceive computers as a masculine domain. Furthermore, masculine stereotypes correlate with a greater interest in ICT\(^2\) and the belief that ICT is of great importance. As Facer et al. (2001) observed, for boys the development of computer expertise appears to contribute to the construction of their gender identities\(^3\).

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\(^1\) ICT: Information and communication technology


\(^3\) Facer, K., Sutherland, R., Furlong, R., & Furlong, J. (2001). What’s the point of using computers? The development of young people’s computer expertise in the home. New Media and Society, 3(2), 199-219
Introduction

All over Europe the demarcation line is moving

At the same time, research shows that the demarcation line concerning ICT is shifting. Some 30 years ago, working with computers and the Internet was still considered as “high technology” and accordingly the field belonged to the male domain. In the following years, throughout Europe, societal perceptions changed: Increasingly there was a differentiation between programming and usage, later still these sectors became more pervious.

Nowadays, for a majority of our social groups, surfing the Internet is regarded as equally important to the genders. Nevertheless, the principle of the traditional demarcation line is still alive and all too often gender-specific expectations are shaped by the connotations of the respective fields – programming and user – or areas - technique near or in technique distant.

The key role of a gender fair media education

The European Union, in view of their prospects for the future, counts on equal opportunities for boys and girls and women and men in schools, and further education. It is still necessary to systematically reduce existing role stereotypes in order to be able to place the individual interests, abilities and strengths of the pupils and students in the foreground. “Gender fairness is not just a good idea – it releases humans' potential and to a great extent contributes to making Europe competitive"4. The G@ME project focuses attention on an area of education that is increasingly gaining in importance. It makes a contribution for gender fair media education in Europe by focusing on the promotion of the gender and media competences of teachers and teacher educators.

Manual

In order to address the issue of adequate differentiation and to be responsive to the competence and motivation of girls and boys, the acquisition of gender competence in media education is a requirement to teachers and teacher educators.

Our manual “Promotion of Gender-Sensitive Media Education” aims at contributing to this by

- sensitising for the perception of gender-specific differences in media education in schools and teacher education;
- strengthening the diagnostic and self-reflective competencies of future and practicing teachers and teacher educators;
- suggesting for practical examples so that gender awareness can be taken into consideration in media education.

For the term “New Media”, the partnership focussed on PC and Internet.

The publication was elaborated within the COMENIUS 2.1 project “Gender Awareness in Media Education (G@ME)”, with the participation of nine institutions from the Czech Republic, Finland, Germany, Greece, Lithuania, Poland and Switzerland.

The manual incorporates results from the Comenius G@ME - Online Training Course conducted in 2009 bringing together participants from Europe to jointly learn about and co-operatively reflect upon gender issues in media education.

The manual contains relevant background information, learning contents, training materials as well as field-tested tools for self-reflection.

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Media Competence and Gender – state of affairs

Part 1 of this manual, provides a summary of research results on media literacy and gender.

Diagnostic instruments for schools and teacher education

Part 2 offers practice oriented diagnostic instruments foreseen to strengthen the diagnostic and self-reflective competence of future and working teachers and teacher educators in media education. Based on our own surveys and field studies, the project team developed and tested these instruments and tools for the reflection of gender-sensitive learning in school and teacher education. They are targeted at teacher students, teachers and teacher educators and are suitable for direct transfer into practice.

Suggestions for use of course elements in European teacher education

Part 3 offers a selection of those learning contents provided during the Comenius G@ME online training course “Gender Competence & Media Competence in European Teacher Education" which were recognized as good examples for use in European teacher education.

The annex contains some core information about the project’s work.

The CD, as supplement, provides further background information and a variety of documents as additional learning material for our practical work in schools and teacher education.

We wish all the readers of the manual much success in acquiring new gender and media competences and look forward to the time when the knowledge gains a wide range of practical applications.

The G@ME Project Team
The term “media competence” is of central importance in the debates of society as a whole on the concept of knowledge-based society or media society. In the face of the transformation of an industrial society to an information and knowledge-based society, media moderated information and communication move towards the centre of socio-political and economic interest. With this background media competence is often regarded as the key qualification and as a means of adaptation for the individual to changing societal conditions.

As the structural transformations of technological change affect society on all levels the term “media competence” is debated even outside of pedagogical contexts. The debate occurs in scientific disciplines like applied informatics, the political, legal and economic sciences as well as outside the sciences in the public sectors.

Gapski finds a cyclic transformation of the term both in the mass media and in scientific journals. Kübler compares the popularity of the term media competence with the terms “equal opportunities” and “education for all”. Its rising political relevance is particularly well indicated by its being anchored recently, by the interstate corporate media, in the Interstate Broadcasting Agreement.

In the multitude of definitions and the parallel discourses on “media competence” the unspecific nature of the term becomes clear. In the process the manifold paraphrasings and the related objectives are seldom integrated in a perception of society as a whole. Rather they are reflected in the attempts at determination of the various perspectives which are held by the respective disciplines. A consensus can solely be found in the notion that “media competence” presents a central qualification within information society and is regarded as an individual task for handling orientation problems in a media dependant society.

Continuous threads of discussion are less likely to be found in the debates on media competence. Time and again new definitions are formulated. In the process most are characterized by being quickly outdated because predominantly media-technological aspects are pushed to the centre of analyses. Technological developments carry with them quick changes so that definitions with media-technological contents have a short shelf life.

Discourse of Media Education

Within media education at present there is no uniform perspective of media competence. Dieter Baacke, one of the most influential veterans of media pedagogics, introduced the term competence to the media education debate in the early 1970s by picking up Chomsky's concept of linguistic competence and using it in relation to Habermas' socio-scientific Theory of Communicative Action. According to his thesis “linguistic competence and behavioural competence which together account for communicative competence..." supports the fundamental statement that "... humans are competent creatures". The concept of “communicative competence”, into which

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Baacke integrated media communication, is often considered as the theoretic point of origin. Baacke describes media competence as an aspect of communicative competence and this in turn as a subset of the competence of action - the classical educational objective. Thereby, “world of media” always meant “Lebenswelt” (every day life), media competence refers to all areas of life and transcends institutionally mediated media education.

Media Competence Models

The insubstantiality of the term media competence has often been criticized. A lack of definition allowed an arbitrary usage and hindered scientific formulation. In order to specify the term a range of systematization and differentiation models were presented in which the various conceptual dimensions of media competence were accentuated. To the classical and newer media competence models belong, amongst others, those of: Aufenanger (1999), Baacke (1999), Dewe/Sander (1996), Groeben (2002), KBE (1999), Kübler (1999), Lange (1999), Moser (1999), Pöttinger (1997), Schorb (2005) und Tulodziecki (1997).

The differing concepts are too individual to be subdivided into their respective dimensions (or their components, planes or types of competence) in order to determine the contents of media competence. By comparing them it becomes clear that the models intersect conceptually and are suited for mutual extension and reflexion. Two aspects are particularly noticeable. Firstly, the predominance of action related dimensions and secondly, repeated references to dimensions with similar contents but differing terminology. Most of the models include knowledge of media systems whose structures and ways of functioning are mentioned as a characteristic of media competence.

Behind this is the thought that only with the corresponding background knowledge can the coding and semiotic systems used by the media be deciphered and understood. In comparison to other dimensions the abilities associated with “media studies” or “media knowledge” are treated very differently. Whereas some authors stress the cognitive process (Pöttinger, Aufenanger, Kübler, KBE), Baacke, for example, presents an instrumental-qualificatory and an informational sub-dimension. Schorb even differentiates three sub-categories to systematize the many-sided components of “media knowledge”.

The critical/reflexive dimension of media competence is integrated in almost all the named models. It includes the analytical, reflexive, evaluative and ethical abilities in the assessment and evaluation of media range and contents. In contrast to the media knowledge dimension, the media critical one is much more strongly geared towards the subject.

Instrumental abilities which are related to the application and management of media, are mostly ascribed to the “media usage” dimension and by some authors again expanded to “application competence” and “operational competence” or as the case may be “media design”. While application competence relates to instrumental usage, operational competence refers to the creative and productive debates on the media which expand the latitudes and possibilities of expression of the media users.

With the embedding of a “social dimension” in the model of media competence roughly half of the above named authors refer to a “super-individual, social framework of reference”. In this respect political participation and the social ability to act are in the foreground of a media society. In addition, in viewing media competence, ethical and moral aspects are included against a background of social responsibility. Aufenanger emphasises this through the creation of an independent “moral dimension”.

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The pleasure and entertainment functions of the media, the needs of media users and the appropriate handling of emotions are important elements of media usage. Against this background, emotional, motivational and affective aspects of media consumption are integrated in the models of Aufenanger and Groeben.

The dimension of “follow-up communication” relates to communication about the media contents and choices outside of the reception period. Groeben drafts a dimension that is not exclusively related to the subject. It is also worth noting here that elements of media competence and media socialization are connected. Examples of socialization such as families, peer groups and schools have for the first time become integrated, in their functions as partners or places for discussions about the media, in the conception of media competence.

If we differentiate the media competence definitions which are applied to general competence terms and those which place the handling of media in the foreground, then we find that terminology in the handling of media dominates. Thereby the relation of critical competence – the reflection on and evaluation of media contents – to instrumental competence demonstrates an area of tension regarding the objectives of media competence. If technological competence predominates in the determination of contents the corresponding definitions are often critized as being too technocratic. Normative definitions of media competence terminology form the opposite pole. Here the pedagogic objectives of mature, self-determined, emancipated subjects are at the centre of consideration.

Age and Development Differentiation

Media competence does not equal media competence. The media competent actions of an adult cannot be compared to those of a preschool child. An age-specific differentiation of media competence is next to the determination of definitions of crucial importance. According to Theunert there are two questions of central importance for an age differentiated conception: Firstly “[...] at what age does media competent action become relevant and thus to be encouraged educationally” and secondly, the question of the “relation between autonomy and education”.

When considering the promotion of media competence it is decisive how the media competence of children of a given age and level of development differ. An allowance for developmental psychological approaches can be helpful for an age-based creation of media choices. According to this, cognitive processes are of particular importance at the performance stage as they are essential for understanding media choices.

According to Vollbrecht media competence applies more to the acquisition of cognitive structures than to a concrete pattern of action. Media competence does not depend on whether a media user can run one computer programme, for instance, but that he/she has learned to manage any number of programmes. Based on the scheme terms (Piaget, Luhmann) Vollbrecht recorded a developmental psychological perspective of media competence: “included under media competence are also media-based (cognitive) schemata and scripts which do not determine action, but whose function is precisely to create latitude for freely chosen action and to structure memory.”

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Age- and development-based differentiation of various media competence levels can be effected according to the stage models of developmental psychology. In this perspective media competence is considered as the completion of media-based development tasks. Corresponding models have been devised, for instance, for the childlike handling of television\textsuperscript{14} and for advertising competence\textsuperscript{15}. Such development models do lend themselves to an age-based promotion as they provide information about the actual or the ideal state of media competence for corresponding age groups.

More Recent Concepts

The newer concepts of media competence are an expansion of the concerted theoretic frames of reference. Spanhel and Sutter take the structural genetic approach (Piaget, Maturana/Varela) as the starting point of their examination of media competence and describe the development of communicative and/or social cognitive competence. They complement ontogenetic analyses with system theoretical approaches thus illustrating the internal structures of the psychological systems of infants and the development of frameworks for media usage of the family\textsuperscript{16}.

Systems-theoretical Amendment

Gapski places media competence within a system-theoretical framework and described “[...] individuals and social systems in equal measures as facilitators of media competence”. He favoured a “self-organized, multidimensional development of media competence”, emphasized process character and advocated integrating interdisciplinary approaches. With the inclusion of other relevant social domains and players Gapski strove for an expansion of the pedagogical perspectives, which should also reflect the variety of values within dialogues. The necessity of an interdisciplinary provision for society as a whole he reasoned above all with the objective of a more comprehensive strategic promotion of media competence\textsuperscript{17}.

Introduction of Frame Analytical Perspectives

Pietraß sketched an extended perspective of media competence in her frame analytical determination of media competence\textsuperscript{18}. For her the focal point lay in “media experiences”, which are the prerequisite for participation in societal reality. Pietraß, in her interactional theoretic approach, includes both the players on the producers side and the recipients in the definition of media competence. She stressed that media competence comprised not only of users reciprocating qualifications but also that the specific manner of presentation of media choices is an essential prerequisite of competent media usage. She outlined this correlation by means of the “frame structure” which “media choice” and “media reception” feature: The producers of media choices and the recipients are obliged through the frame structure of media ranges and their reception, to adhere to the requirements of media communication. So that the latter understand and correctly classify the meaning and quality of a media message, the former must supply their offers with clear interpretive instructions (“frame indicators”). In order to understand these, recipients need knowledge of media-specific design elements and general worldly knowledge (“frame knowledge”). This knowledge is acquired in the course of their (media-)socialization or media education as the case


\textsuperscript{16} Gapski 2003 (s.o.)

Part 1

may be. Participation in media brokered experiences is possible when the recipients summon up “empathetic engagement” and the producers provide concrete access.

Research Orientation

Groeben’s model demonstrated a research orientated perspective of media competence. He predicted, “[... ] that the largest portion of research on the elaboration of the concept of media competence is still to be done. The inner and outer differentiation of the term media competence already undertaken should be seen as a basis for an empirical, operationable concept of media competence”\textsuperscript{19}.

Concept of Media Education

Moser suggested a change in the direction of the debate on media competence. He compared the theoretical concept of media competence with media education and came to the conclusion that the educational concept would be better suited as a theoretical basis. Against a background of the varying requirements of the media landscape and therefore also the linked adaptations necessary of the users (“lifelong learning”), the term media competence can only capture a portion of the possibilities and requirements of the users who are coupled to the latest media developments. Growing up in a world of media construed system of symbols changes “the anthropological basis relationship of humans to the world, to each other and to themselves”\textsuperscript{20}. The culture techniques of reading and writing imparted by schools are no longer sufficient to participate competently in life. On top of the acquisition of media competence through informal learning processes in the situational contexts of everyday life, a systematic media education is necessary which is geared towards “compensatory”, “intercultural”, “symbol theoretical” and catering for “society as a whole”. Spanhel emphasizes that the task of pedagogic should not be allowed to end at the conveying of media competence. Rather questions about contents and purposes should elicit a systematic media competence. This is only possible via the educational concept.

Media Literacy

In anglo-american regions media educational studies are predominantly based on the concept of “media literacy”. The prevailing cited definition arose from a conference of the “Aspen Institute Leadership Forum on Media Literacy” and the “Canadian Association for Media Literacy” in 1992 and is considered a milestone in anglo-american debates: “Media literacy is the ability to access, analyze, evaluate and produce communication in a variety of forms”.

Hobbs explains the four components in the following way\textsuperscript{21}:

- To the “access skills” – abilities that enable access to media messages – he included, firstly, cognition of rules and vocabulary, enabling an understanding of symbols. Secondly, “access” encompasses skills that relate to the organization and identification of information. Here he named, for example, the appropriate use of sources and information in various media. Additionally, instrumental, technical abilities are necessary. The latter were designated also as “information literacy” or “superhighway skills”


The second component of “media literacy” was concerned with interpretive understanding – the categorization of the media message, its classification in the right context and the examination of aims or the points of view of the respective authors.

Evaluative abilities refer to the individual identification of the relevance and qualitative values of the message. Hobbs stressed that these abilities strengthened by previously acquired knowledge, made use of the values and attitudes of the recipient.

Hobbs labeled the ability to communicate messages as the core of the traditional meaning of literacy. But here it does not mean only reading and writing abilities in the conventional sense. Communicative abilities relate to media-specific aspects (e.g. text, video, audio productions) but also to general abilities pertaining to communication: “[…] the ability to understand the audience to whom one is communicating; the effective use of symbols to convey meaning; the ability to organize a sequence of ideas, and the ability to capture and hold the attention and interest of the message receiver”.

The definition of the Aspen Institute was adopted by most educationists in the anglo-american regions and often served as the starting point of various media educational approaches in anglo-american practical studies and public relations. Thus, Livingstone in her four component model eleven years later did not differ a great deal from the original terminology. “[…] I define media literacy as the ability to access, analyse, evaluate and create messages across a variety of contexts”\textsuperscript{22}. The formulations used “variety of forms” and “variety of contexts” respectively apply to traditional and new media. Furthermore, extended comprehensive skills and active media usage is assumed. The embedding of different contexts in the concept of media literacy is striking. According to Hobbs, teachers and lecturers in particular should recognize that “literacy” also relates to culture and the contexts in which reading and writing is used.

\textit{Media Literacy Discussions in Europe}

In the countries of the European Union the term “media literacy” was also discussed. For this purpose a report from the EU Commission\textsuperscript{23} was compiled which gives an overview of the activities in various countries.

The following were understood to be common denominators of media literacy:

“Media Literacy may be defined as the ability to access, analyse and evaluate the power of images, sounds and messages which we are now being confronted with on a daily basis and are an important part of our contemporary culture, as well as to communicate competently in media available on a personal basis. Media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and other new digital communication technologies”\textsuperscript{24}.

The report showed that the promotion of media literacy is necessary in all activities in educational institutes in the sense of its integration in schools curricula and the development of educational materials, in support through public campaigns and debates, in involvement of media and businesses, in the international networking of institutions, as well as in research and evaluation in which the conditions of media competence promotion can be drawn up.

\textsuperscript{22} Livingstone, S. (2004). What is media literacy? http://www.mediacultureonline.de/Autoren-A-Z.255+M5112ae88584.0.html (06.06.2009)


\textsuperscript{24} European Commission. Information Society and Media. Directorate Generalhttp://ec.europa.eu/avpolicy/media_literacy/index_en.htm (05.05.2009)
Efforts on the European level were supplemented by a “Charter for Media Literacy”\(^{25}\), in which all participants undertook to treat the promotion of media literacy as a European assignment and to support it accordingly. Only in such a way could be ensured that the European citizens realized their democratic rights and could be understood to be members of civilized society.

It became clear, however that within the various European countries there is a very different understanding of what exactly falls under media literacy and which media should be centre stage. While one country would like to include traditional media like TV and film, others prefer to limit discourse to the new digital media. In all countries the promotion of media literacy is seen as an important matter of educational policy even under the aspect of diversity, of provision for gender and social and ethnic background.

### Gender-specific Competence in the Handling of Media

Gender is more than a phenomenon of cognitive awareness and is not haphazardly individually producible. We focus “gender” as a habitually acquired, complex ensemble of perceptions, emotions, reasoning and actions. The practices of experiences and actions emerge historically and are communicated in any number of ways as a binary pattern in the social sphere.

All individuals – children, teenagers and adults – are confronted in everyday life with this binary pattern and the gender related expectations arising from it; no one can escape from the constraints of accepting their gender selection. In this respect it makes sense to analyse and reflect upon the process of gender-specific socialization.

Talk of “doing gender” emphasizes the subjective factor of acquirement of gender. That is why it is easy to overlook that gender relevant structures are registered in institutions, social systems and also the media so that we can speak of an “engendering” by media. This also clearly applies to the “new” areas of communication to which the optimistic deconstructive schemes for the potential dissolution of the category of gender are entrusted. More recent research shows that even in the Internet a central principle of classification remains for the category of gender.

The decisive question remains, from a socialization perspective, of whether and to what extent the concepts conveyed by the media and in social spheres – including media education – of femininity and masculinity promote a wide-ranging development of personality or hinder it by presenting concepts only of stereotypes or by conveying latent or overt gender hierarchies.

In order to enable a broad development of character for children, media competence is necessary in our society and the ability to be able to reflect upon gender and the associated real and media-related themes and presentations belong likewise here. That the new media with their amorphous possibilities for creation offers fascinating opportunities for experimenting with ideal self-projections makes reflexion on gender themes extremely interesting in the field of media education. But it must be kept in mind the fact that in the social spheres of education stereotypes and the binary model of gender order is re-staged every single day.

### Computer and Internet Competence

Gender-specific differences in competence are often attached to factors of access frequency or the successful usage of certain services. However, increasingly fewer differences can be ascertained relating to access to the media of computer and Internet. Schelhowe appealed for a differentiated approach: “Not through quantity but

\(^{25}\) European Charter for Media Literacy. http://www.euromedialiteracy.eu (05.05.2009)
through the quality of access to digital media, […] is shown how the relationship of the genders in schools and beyond in the processes of societal practice develops” 26.

Winker developed a model with three dimensions for Internet usage to examine user habits: user autonomy, media competence and user diversity 27. These dimensions were influenced by further factors.

- User autonomy depended on the technical preconditions (equipment) and on conditions of place and/or time of Internet usage
- Media competence correlated with individual abilities of the users but also with the ability to procure social support as needed
- User diversity is influenced by the users interests and in this regard also by available choices, e.g. games.

With this framework gender-specific inequalities on the various levels of Internet usage could be presented. According to Winker there had to be a differentiation between “techno competence” and media competence. Technical competence is not necessarily required for the use of Internet services.

The phenomenon of social inequality in the field of new media was the thematic starting point of an analysis by the Kompetenzzentrum Informelle Bildung (KIB) (Competence Centre for Informal Education) on the mode of usage and acquisition structures of teenagers 28. Various criteria could be detected regarding Internet usage which more or less affects individual use. One important outcome was that “the degree of familiarity” and “experience of technical usage” do not necessarily lead to reflexive usage. Technical know-how represented only a section of media competence and had little influence on the development and facilitation of other dimensions like reflexive abilities, communicative abilities and social interaction. In contrast, “peer structures and social networks” played an important role in the informal exploitation of Internet services. Thus, “[…] peer structures from formal higher educated users” offered more constructive mutual support to counter user problems (e.g. advice to join a course). With continuing user problems or failures and without this helpful support there is the danger of giving up and no longer using troublesome services.

Both children and teenagers showed that reading competence was a decisive influencing factor for competent handling of Internet choices. In a study of the Nielsen Norman Group, boys were more likely to complain when an Internet page contained a lot of text (40% boys, 8% girls). Nielsen accounted for this with the assumption that girls of this age group have an advantage in reading competence and thus wordy web sites did not pose a problem. Regarding the surfing habits of six to twelve year olds it was observed that considerably more girls were bothered by inadequate navigation on the Internet (76% girls, 33% boys) 29. A possible explanation could be the different approaches to contents. Observations of girls and boys at computer games indicate methodical differences: While boys tend towards trial and error the girls are more systematic 30.

Reading Competence as Prerequisite for Media Competence

“The preferential treatment of reading competence in education seems to be absolutely correct in the view of many reading research experts as a multitude of recent research has shown that the better readers are always the better media users”\(^{31}\). According to Haug reading competence includes as a central cultural skill “[…] fundamental cognitive abilities that are important for the handling of all media”. Reading ability can be considered as a basis qualification that is decisive for the further development of media competence.

For PISA reading competence is more than being able to read; the following three dimensions of reading competence place the handling of texts on different requirement levels: identify information, interpret using the text, reflect and evaluate.

According to the study “… the greatest and most consistent differences between the genders are to be found in reading. In all PISA participating countries the girls recorded significantly better test results than the boys”\(^{32}\). It showed that the differences between genders were at their least in identifying information and at most in reflection and evaluation of text contents. The advantage in competence grew with the increasing demands on text-based abilities.

In the study in addition to literary and informative texts non-linear texts like graphs, tables and diagrams were taken into consideration as children and teenagers encounter them very frequently in everyday life. Through this it was possible to capture the shifting media reality (e.g. the reading of hypertext structures) and the resulting demands on reading ability. With 15 year olds it was shown, taking into account various kinds of texts that girls performed much better at handling literary or continuous texts. However, the difference decreases considerably with discontinuous texts (e.g. tables, diagrams, maps). To some extent boys showed better reading abilities even if not significantly so.

Within the framework of a Swiss study relating to the reading activities of girls and boys it was ascertained that gender-specific differences decreases when the students could choose between reading from a book or on a screen\(^{33}\). While the reading activities of boys lay way behind girls in the traditional book environment, the reading activities of girls and boys became nearer in a multimedia environment. Above all boys from primary schools, beginners to reading, preferred multimedia stories on CDs or picture-supporting print media (e.g. comics). “The opportunity to gain reading experience even on a screen strengthened and stabilized particularly the reading of boys …”\(^{34}\).

A gender conscious promotion of reading competence must take into account the varying preferences of girls and boys regarding the communication modes of text and picture. This has long been neglected (cf. Haug 2005).

In addition the question is posed of whether and how gender-specific differences in reading competence have an effect on other media. If we assume that there is a general connection between reading competence and media competence then we have to arrive at the conclusion that girls as the better readers are also the more competent media users. To date there have been no empirical studies.

*Translation German – English: Jamie McIntosh, Freiburg*

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\(^{31}\) Haug, K. (2005): Lesekompetenz: „Führerschein für die Datenautobahnen der Zukunft”
http://www.lesen-in-deutschland.de/html/content.php?object=journal&lid=581 (17.03.06)

\(^{32}\) Media Perspektiven Basisdaten (2001, Dezember). Daten zur Mediensituation in Deutschland. Frankfurt am Main

\(^{33}\) Bertschi-Kaufmann, Andrea; Kassis, Wassilis; Sieber, Peter (Hrsg.) (2004). Lesen und Schreiben im Kontext neuer Medien. München: Juventa

Why Diagnostic Instruments?

Instruments for self-evaluation and observation tools have been developed, tested and distributed within the project to strengthen self-reflection, observation and diagnostic competence.

They were tested in different contexts in the participating countries and adapted according to the feedback. The results are now available as practical instruments for diagnosis of lessons and for self-reflection in English and German for further distribution. In the context of the project the term “New Media” primarily subsumes Computer and Internet.

These instruments for reflecting the differences in access and use of new media by all users refer to:

**Girls and boys: Questionnaire for students**

Feedback from the students/pupils can provide the teacher with an informative basis for differentiated, media-supported and gender-sensitive lessons.

**Teachers: Self-reflection questionnaire**

It can provide the teacher with an informative basis for differentiated, media-supported and gender-sensitive lessons.

**Teacher educators: Observation aspects for observing a trainee teacher during a school lesson**

The questionnaire should enable the monitoring of gender-sensitive media skills.

**Student teachers, teachers and teacher educators: Criteria for evaluation of print and electronic training materials from a gender perspective**

Information sources for education should be analysed and critically assessed.
Part 2

Thematizing Gender

Thematizing gender and attitudes are often affected by gender-specific role types or thought preferences in dealing with media usage.

The tools should help to raise awareness of existing gender disparities in the field of media education and strengthen diagnostic competence, i.e. the ability to reflect on ones own role and to appraise gender-sensitivity in teaching and learning processes in schools and teacher education.

Unavoidably, gender stereotypes are also broached sweepingly in the questionnaires. Differential concepts should not become intensified and consolidated thereby but rather everyone should be able to analyze when stereotypical gender perceptions, in whatever limited way, enter into interactions. The questionnaires should be helpful in paying more attention to gender issues in our own lessons or in teacher education activities.

They are intended to motivate continued thought and work without losing sight of heterogeneity.

There are neither the girls and the boys nor the women and the men and sometimes the differences within the respective sexes are greater than the differences between them.

In this respect, we would be delighted if institutions, projects and teachers grab the instruments for diagnosis in classroom observation and the tools for self-evaluation in schools or teacher education and develop them further!

The instruments can be found as

- word files on the accompanying CD and
- online under http://www.project-game.eu/diagnostics.php

Fig. 2 Co-education with ICT in Germany
Observation and Assessment - How to Avoid Stumbling Blocks

What are the reasons for this exercise?
Work with screenings, diagnostic tools, tests and similar aids for appraising the learning and developmental status and for the raising of specific skills is helpful for an appropriate advancement of children and adolescents.

Even though most such aids are (must be) applied following certain rules and standards, it can be assumed that the observers and hence the assessors can make mistakes which can be reduced to a minimum if avoiding them is consciously regarded.

Learning objectives

- Get to know the stumbling blocks which could have a negative influence as disruptive variables during observation and the subsequent (or simultaneous) assessment of the behaviour and performance of schoolchildren.
- You could – based on knowledge from your practical daily routine – name examples in which such “typical mistakes in observation and assessment” could occur or already have occurred.
- Find out from other learners about experiences they have made in this respect.
- Try to pinpoint, to what extent you had gender-specific insights that could be of use in a gender-conscious handling of ICT in the future.

How to work on typical mistakes in observation and assessment?

1. Please read through the text provided as material.

2. As a first step, try to remember an example of mistakes in observation and assessment that you have had in your own practical experience. Make a short note of every example.

3. In a further step, try to remember examples from your professional experience which were clearly gender-specific. Make a short note of each point.

4. When you are in a group: Give a very brief account of your practical experiences to other learners using your notes from task 2 and 3.

5. Identify briefly to the other learners the gender-specific “insights” you have made on working through this. Based on these insights, to what extent do you think that you will pay attention to tackling your observation and particularly your assessment attitudes more consciously - if possible even more “gender-consciously”.

Time needed

50-60 minutes
Typical Mistakes in Observation and Assessment

Observation and assessment can be seen as a complex information workflow process which, despite applying standardized and/or reliable tools, can remain incomplete, imprecise, widely influenced and thus erroneous. There are various phenomena to consider, particularly in concrete observational and evaluational situations, which, if disregarded, could lead to faulty, stigmatizing and discriminatory judgements and assignments.

Mistakes can be made transparent and thus minimized through:
- prior involvement with errors in observation and assessment,
- familiarity with diagnostic instruments,
- standardization and controlling of the observational and in particular the assessment conditions, and especially
- conscientious reflection on the ensuing written and documented evaluations, diagnoses etc.

The following aspects are short descriptions of “typical” mistakes and phenomena in observation and assessment.

The Primacy Effect – Too Early (E)Valuation

As the word “primacy” already indicates, some information in the course of handling it, is given precedence. This kind of adulterated handling of information has various origins. For instance, shortly before the observation or assessment process, prejudices could become “activated” (this activation can occur via skin colour, ethnic background, belonging to a certain professional group, gender affiliation) and lead to a group of people or an individual being monitored using information processing that is flawed as the initial information was based on a prejudiced framework. The assessment through this “influenced” prior knowledge is now externally controlled positively or negatively. It goes without saying that the concluding evaluation is influenced by this “injection of prejudice”.

The following example demonstrates that preceding information can attain primacy: A boy shortly before or at the beginning of the observation period made very derogatory and stereotypical remarks about the role of girls in family life particularly in relation to their understanding of technical issues. This prior information, could have a lasting negative effect, when the active listening teacher, later has to mark and evaluate the child’s cooperative behaviour at computer work. The “recency effect” describes exactly the opposite, where the final impression lastingly effects the overall observation and concluding assessment.

The Halo Effect

The halo effect is in operation when a definite and evident characteristic of a person effectively influences the assessment, evaluation and thus the overall impression. Such an effect could be triggered in the assessor by, for instance, attractiveness, a well-groomed appearance or an unkempt appearance and/or corresponding gestures and expressions, in which automatically abilities and achievements are anticipated. Another example from practical experience is demonstrated by the observation of boys

---

and girls. Often men/boys speak about ICT issues confidently, impressively and in more detail, a phenomenon that can be less often noticed with women and girls, even if they are ICT competent. If because of what is said (and not substantiated and not displayed) ICT competence is judged, without checking effectively and in a standardized manner, then we can talk about the halo or charisma effect as the prior verbal exchange had a “positive influence” on the subsequent observation and assessment process.

**Implicit Personality Theories**

The evaluation of activities and especially of people in general can, as described above, be triggered by real and new allures. This activation often happens implicitly and automatically. Implicit personality theories can in this context constitute an “activatable” basis. They represent a network of non-reflected and simplified assumptions about links to personality qualities. These implicit personality theories are moderated via prejudices and consequently they can affect the assessment of a person positively or negatively.

**The Softening or “Embellishment” Effect**

This phenomenon describes the behavioural bias of assessors and observers in ignoring the lower reaches of the evaluation scale in order to make the assessment less negative. This bias can arise for a number of reasons. For example, a teacher, during observation, establishes that a child or a number of children have made little or no progress regarding the use of a word processing programme during lessons. The teacher decides to “customize” the evaluation as he or she fears that the observed poor progress and the corresponding negative evaluation could disclose shortfalls in his or her lessons. In particular “advanced” forms of teaching and instruction like cooperative-, team- or co-teaching can help to rectify and counter such evaluation “traps” and thus ensuring, that both, the lessons and the evaluation can be concertedly accounted for and reflected on.

**The Tendency to the Middle**

Similar to the softening effect, the tendency to the middle describes the balancing up of assessments in a “neutral” direction thus avoiding a focusing on a positive or a negative judgement. Here too we can use an example from practical experience showing how assessors shy away from the consequences of giving a too positive or negative evaluation. Children, for instance, from academic families, generally and disproportionately are more positively assessed than children from immigrant or working class backgrounds. Another example shows that assessors prior to observation and evaluation are inadequately prepared with the corresponding criteria and requirements (e.g. diagnostic tools or standardized questionnaires). The assessment is then neutral and thus “more stable” against any possible contestation. Another phenomenon could be described as the *tendency to strictness*, where assessors require a high standard and the valuations are disproportionately low. This tendency can often be noticed where assessors do not have to worry about sanctions or consultations, where the type of school is clearly based on selective criteria. It is diametrically opposed to the embellishment effect. They avoid criticism of their own lessons but hide awkward factors (in teaching/learning situations etc.) in application.

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Questionnaire for students
Information for teachers

What are the reasons for this exercise?
This questionnaire for students is an informal instrument and not standardized. It focuses on the self-perception of girls and boys as experts in their process of acquiring computer knowledge. In doing so the affected person should reflect on this process in a specific survey conducted by the teachers. The focus of interest is not directed at deficits but at already acquired knowledge.

The substructure of the survey is planned to serve as a tool which remains largely unaffected by the rapid changes of the computer world. Most of the questions therefore are formulated independently of technical computer development. Specific details can be changed by the interviewers according to the requirements and depending on the technological development.

Learning objectives
The survey is targeted at a documentation of the differences between boys and girls in their respective age groups and types of school with respect to the level, methods of acquiring and preferences of knowledge. It is designed to recognize the differences between boys and girls in their respective age groups and types of school regarding levels of knowledge, methods of acquisition, preferences and needs. The compiled data might be used to support the teachers in future lessons.

How to work with the questionnaire?
There are different possibilities:

**Teachers** might use it to determine the ICT competence of girls and boys. For this reason the questionnaire is filled in anonymously and evaluated by the teacher. From the data valuable (e.g. gender-specific) conclusions can be drawn both for computer lessons in the narrow sense and for computer assisted standard lessons in general. On one hand this can influence the contents of lessons (e.g. optional parts of the ICT curriculum) and on the other hand it can affect the methodology. In addition teachers might plan their lessons accordingly or make use of external further education provisions.

**Girls and boys** benefit from answering the questions by getting to know their level of knowledge and at best by increasing their motivation for further training. On top of that they can use this questionnaire to formulate their own sheet for the evaluation part of a portfolio and integrate it into a computer lesson. Students can access the questionnaire via [http://www.project-game.eu/diagnostics.php](http://www.project-game.eu/diagnostics.php) and complete it online. They can also save partially completed questionnaires and therefore just need to fill in a name and a password. After having clicked the save button, the questionnaire can be re-accessed at any time. Via name and password it then can be continued, saved again and/or finalized and printed.

Time needed
1.5 h for organizing and carrying out the questionnaire with students
1 h for analyzing the answers
Questionnaire for Students

The European project G@ME (Gender Awareness in Media Education) would like to investigate how young people use computers, what they are capable of, and any other ideas they have about using computers at school.

You are the expert on your own acquisition process and you may have an idea of what should be changed when using computers in the classroom.

Therefore, we need your help and kindly ask you to fill in this form. If you have any questions, please ask your teacher.

Time estimated to answer this questionnaire with 18 questions is about 20 to 30 minutes

Thank you very much!

Personal Information

☐ Girl  ☐ Boy

Age: _____ years   Class (year): ________

Specify the kind of school you attend:

_____________________________________________________

Computer usage

1. Where do you mostly use the computer? (Please mark with a cross.)
   ☐ at home
   ☐ at a friend’s house
   ☐ at school
   ☐ at a cyber café
   ☐ __________________________

2. How many times a week do you use the computer (game playing, writing, chatting)? (Please mark with a cross.)
   ☐ every day
   ☐ several times a week, namely _________________
   ☐ rarely, which means: _________________

3. How much time do you spend in front of the computer weekly? (Please write down the number of hours)
   about _______________ hours
4. **What are your favourite activities on your PC?**  
(Please mark with a cross. You can mark more than one box.)

- [ ] chatting in chat rooms
- [ ] writing e-mails
- [ ] playing games
- [ ] surfing the Internet
- [ ] listening to music
- [ ] watching videos
- [ ] writing texts
- [ ] working with educational software
- [ ] doing research for school (looking for information, using search engines like GOOGLE)
- [ ] ___________________________________________________________________
- [ ] ___________________________________________________________________

5. **Why do you spend your time using a computer?**  
(Please mark with a cross. You can mark more than one box.)

- [ ] to save time  
- [ ] to learn more easily  
- [ ] to get texts and pictures for class  
- [ ] to communicate better  
  - [ ] network discussion  
  - [ ] chat  
  - [ ] take part in forums  
  - [ ] blog  
- [ ] I enjoy getting familiar with and learning to use new technology involved.  
- [ ] I like playing games best.  
- [ ] It's great to get in touch with other people.  
- [ ] in order to have fast access to current information  
- [ ] Educational software is of great help.  
- [ ] in order to do my homework  
- [ ] ___________________________________________________________________
- [ ] ___________________________________________________________________

**How have you become a “computer expert”?**

6. **How many years have you been using a computer?**  
(Please write down the number of years.)

______ years
7. **Who taught you your computer skills?**
   (Please mark with a cross. You can mark more than one box.)
   - My mother
   - My father
   - My sister
   - My brother
   - My friend(s)
   - My nursery-school teacher
   - My teacher
   - People I know
   - Computer courses
   - I taught/learned myself
   - Other: __________________________

8. **Specify your computer and Internet knowledge** (Please mark with a cross.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Advanced</th>
<th>Good</th>
<th>Not so good</th>
<th>Not at all</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spreadsheet</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PowerPoint presentations</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Downloading data (also from the Internet)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Installing programmes</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Downloading pictures/files from a digital camera/mobile phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compressing data</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Printing</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Scanning</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Burning CDs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranging/making music</td>
<td></td>
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</tr>
<tr>
<td>Arranging/editing videos/films</td>
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<td></td>
</tr>
<tr>
<td>Using graphic programmes</td>
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<td></td>
</tr>
<tr>
<td>Using the Internet: Surfing the Internet/using search engines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chatting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet Phone</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ebay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Blogging/participating in web-based forums
Creating websites
Sending eMails
Programming
Other ______________________

Other ______________________

9. **What would you still like to learn?** (Please mark with a cross.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Spreadsheets</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>PowerPoint presentations</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Downloading data (also from the Internet)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Installing programmes</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Downloading pictures/files from a digital camera/mobile phone</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Compressing data</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Printing</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Scanning</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Burning CDs</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Playing games</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Listening to music</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Arranging/making music</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Arranging/editing videos/films</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Use graphic programmes</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Using the Internet:</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Surfing the Internet/using search engines</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Chatting</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Internet Phone</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ebay</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Blogging/participating in web-based forums</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Creating websites</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sending eMails</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Programming</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other ________________________________________</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Computer usage in your school

10. Do you have a computer course/computing science as subject at your school? (Please mark with a cross.)
   □ yes
   □ no (Please carry on with question 12)
   □ not at the moment (Please carry on with question 12)
   □ I don’t know (Please carry on with question 12)

11. How many lessons do you have a week and what do you learn? (Please fill in directly.)
   We have _______ lessons a week.
   We learn ___________________________________________________
   ___________________________________________________

12. For me computer tasks in lessons are...
    (Please mark with a cross.)
    □ too easy    □ just right    □ too difficult
    □ I am not interested.

13. We use computers in the following subjects:
    (Please mark with a cross. You can mark more than one box.)
    □ Own Language  □ Maths  □ Foreign languages
    □ Biology       □ Chemistry □ Physics
    □ History       □ Politics □ Economics
    □ Geography     □ Ethics □ Religion
    □ Art           □ Projects □ Other _____________________

14. Do you help others using the computer in class? (Please mark with a cross.)
    □ yes    □ no
15. What I would like from computer usage in class:  
(Please mark with a cross. You can mark more than one box.)

☐ more computer usage in the following subjects: _______________________

☐ More basic knowledge concerning
☐ Hardware (= mouse, printer etc. – in short, everything you can touch)
☐ Software (= programmes like word, games, etc.)
☐ more computer usage which is fun

☐ _______________________________________________________________

☐ _______________________________________________________________

☐ no changes

Risks of computer/Internet usage:

16. Do you know any kind of danger in using computer/Internet?  (Please mark with a cross. You can mark more than one box.)

☐ yes       ☐ no (Please carry on with question 18)

17. Which dangers are you aware of?  
(Please mark with a cross. You can mark more than one box.)

☐ Viruses (e. g. in E-Mails)
☐ False demands for payment and bills via e-mail
☐ You can become a computer/Internet addict.
☐ Accidentally buying something
☐ Being insulted in chat rooms
☐ Being threatened by strangers
☐ Pictures that might scare you
☐ My data is saved and can be accessed.
☐ Companies use my data (e.g. for or against employment in a business).

☐ Other  _________________________________________________________

_____________________________________________________________

18. Is there anything else you would like to add?

_____________________________________________________________

_____________________________________________________________

Thank you very much for your help!
Self-reflection for Teachers

What are the reasons for this self-reflection exercise?
By working on and answering the following statements of this questionnaire you will be able to estimate how much support you are giving to girls and boys using new media (i.e. use of computers and the Internet) in a gender-sensitive way.

Learning objectives
You will have the possibility to discover and learn
1) to work on the requirements for creating good learning conditions for gender-sensitive lessons with new media
2) to compare your current view with the requirements
3) to reflect the development of your ability for gender-sensitive lessons with new media and
4) to recognize necessary changes and to plan the subsequent stages of development.

How to work with the self-evaluation questionnaire?
• In this following questionnaire you will have to answer 30 questions. First of all, the questionnaire shall be used for self-reflection. It should encourage comparing and evaluating one’s own biography regarding “gender-sensitive lessons with new media”.
• We would therefore recommend that you first complete the questionnaire all on your own. In a second step it might be helpful to speak to someone you trust about your notes. This person could help to extend and to deepen your self-evaluation by attentive listening and critical inquiry.

Time needed
• 25 minutes to go through the questionnaire
• 30 minutes for the discussion with a colleague
• 30 minutes for the final reflection phase and to derive further perspectives that may have become relevant
# Self-reflection for Teachers

Please state to what extent the following statements apply:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always applies</th>
<th>Often applies</th>
<th>Seldom applies</th>
<th>Never applies</th>
<th>No answer possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my lessons ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I notice the advantages of computer based learning over other forms of learning.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>2. the use of new media enables each learner to focus on individual learning.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>3. supporting the learner in the learning process is more important than transmission of knowledge.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>4. my role as a teacher has been changed by the use of new media. Increasingly I'm more of a moderator, coach, companion...</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>5. all students have free access to new media.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>6. media supported learning sequences enable various learning experiences.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
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</tr>
<tr>
<td>7. media supported learning sequences meet the various needs of learners.</td>
<td>![ ]</td>
<td>![ ]</td>
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</tr>
<tr>
<td>8. students regularly work in gender specific and mixed gender groups.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>9. I take great care during group work that the roles are not distributed gender specifically (e.g. boys take notes, girls do presentations and lead discussions).</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>10. I pay attention to gender-sensitive language in written tasks, work sheets, tests.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>11. girls seem to be more insecure when using computers than boys.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>12. boys act as PC experts more often than girls.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>13. when dealing with new media girls enquire more often if problems arise.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>14. when handling new media girls show a preference to creative tasks (drawing, designing bookmarks, image editing).</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>15. I use virtual communities with my students (e.g. Moodle, educanet, lonet, classroom management...).</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
</tbody>
</table>
### Self-reflection for Teachers

**Please state to what extent the following statements apply:**

<table>
<thead>
<tr>
<th>In my lessons …</th>
<th>Always applies</th>
<th>Often applies</th>
<th>Seldom applies</th>
<th>Never applies</th>
<th>No answer possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. I expect the same computer skills from girls and boys.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Use of new media in my lessons**

<table>
<thead>
<tr>
<th>Use of new media in my lessons</th>
<th>Always applies</th>
<th>Often applies</th>
<th>Seldom applies</th>
<th>Never applies</th>
<th>No answer possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. When using new media to encourage students in learning, I need to know about</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>… concepts and ideas how to use new media in lessons.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>… research results about the use of new media in lessons.</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>… teaching – learning methods.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>… criteria on the analysis, evaluation and selection of new media.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>… miscellaneous, namely:</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐ ▉...........................................................................................................</td>
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<td>☐ ...........................................................................................................</td>
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<td>☐ ...........................................................................................................</td>
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</tbody>
</table>
19. The use of new media in lessons is a suitable tool to

<table>
<thead>
<tr>
<th>Use of new media in my lessons</th>
<th>Always applies</th>
<th>Often applies</th>
<th>Seldom applies</th>
<th>Never applies</th>
<th>No answer possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>... present a task.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>... prepare with girls and boys the approach and target of a lesson.</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>... record the planned approaches and targets.</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
<tr>
<td>... solve a task.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>... record the results of a lesson.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>... present the results.</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>... motivate girls and boys.</td>
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<tr>
<td>... illustrate facts and data</td>
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<tr>
<td>... enable individual learning.</td>
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<td>☐</td>
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<tr>
<td>... bring variety into the lesson.</td>
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<tr>
<td>... enable learning by discovering.</td>
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</tr>
<tr>
<td>... contribute to an opening up of the school.</td>
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<tr>
<td>... make independent working possible.</td>
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<tr>
<td>... introduce up-to-date information.</td>
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</tbody>
</table>
### Use of new media in my lessons

<table>
<thead>
<tr>
<th>Use of new media in my lessons</th>
<th>Always applies</th>
<th>Often applies</th>
<th>Seldom applies</th>
<th>Never applies</th>
<th>No answer possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Media should be made a topic of discussion in the lessons so that girls and boys learn to...</td>
<td></td>
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<tr>
<td>... handle new media.</td>
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<tr>
<td>... use media with careful consideration.</td>
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<tr>
<td>... analyze media in connection with society.</td>
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<tr>
<td>... understand the influence of media.</td>
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<tr>
<td>... understand and consciously use terms from the media world.</td>
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<tr>
<td>... avoid the dangers of media.</td>
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<tr>
<td>... use valuable media offers.</td>
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<tr>
<td>... appreciate the artistic possibilities of the media range.</td>
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<tr>
<td>... use media for one's own education.</td>
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<tr>
<td>... express their own interests with the help of media.</td>
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<tr>
<td>... select the media according to one's own needs and situation.</td>
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</tbody>
</table>

### As a teacher

<table>
<thead>
<tr>
<th>As a teacher</th>
<th>Always applies</th>
<th>Often applies</th>
<th>Seldom applies</th>
<th>Never applies</th>
<th>No answer possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. I welcome student teachers to my lessons to let them gain teaching experience.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>22. In the last year I have attended a course on new media.</td>
<td></td>
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</tr>
<tr>
<td>23. I have extended my knowledge about new media on my own.</td>
<td></td>
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</tr>
<tr>
<td>24. In the last year I have attended a course on gender topics.</td>
<td></td>
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<tr>
<td>25. I have extended my knowledge on gender topics on my own.</td>
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<tr>
<td>26. My role as a teacher requires encouraging the use of new media in lessons.</td>
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<tr>
<td></td>
<td>Always applies</td>
<td>Often applies</td>
<td>Seldom applies</td>
<td>Never applies</td>
<td>No answer possible</td>
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<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td>27. I think that I'm good at explaining a computer programme to</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>others (colleagues, girls/boys, parents).</td>
<td></td>
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<tr>
<td>28. I think that I'm able to solve problems arising when working</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>with computers.</td>
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</tr>
<tr>
<td>29. I feel good about my computer skills.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>30. I am able to work out new functions on the computer without</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>asking anyone.</td>
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</tbody>
</table>

I would like to add:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Self-reflection for Teacher Educators

What are the reasons for using this self-reflection exercise?

By answering the questions you will be able to estimate the extent to which you are supporting practising teachers and student teachers in using new media (i.e. use of computer and Internet) gender sensitively.

Learning objectives

The self-evaluation helps you

- to work on the requirements for creating good learning conditions for gender-sensitive lessons with new media,
- to compare your current view with the requirements,
- to reflect the development of your ability for gender-sensitive lessons with new media,
- to recognize necessary changes and to plan the subsequent development steps.

How to work with the self-evaluation questionnaire?

In this questionnaire you find 25 questions. Above all the questionnaire should be used for self-reflection. It should encourage comparing and evaluating your own work regarding gender-sensitive lessons with new media. We recommend that first of all you complete the questionnaire on your own.

In a second step it might be helpful to speak to someone you trust about your notes. This person could help to extend and to deepen your self-evaluation by attentive listening and critical inquiry.

Feedback from the observation sheets during a lesson

- can serve as an instrument to improve learning quality in school
- can provide ideas for implementing ICT in schools and teacher education
- can be the basis for practical considerations about adequate differentiations, in order to deal with different learning conditions.

It can also serve for counselling the future teacher. Data protection and anonymity have to be assured.

Time needed

- 25 minutes to go through the questionnaire
- 30 minutes for the discussion with a colleague
- 30 minutes for the final reflection phase and to derive further perspectives that may have become relevant
<table>
<thead>
<tr>
<th>In my lessons…</th>
<th>Always applies</th>
<th>Often applies</th>
<th>Seldom applies</th>
<th>Never applies</th>
<th>No answer possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I notice the advantages of computer-based learning over other learning</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>forms.</td>
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</tr>
<tr>
<td>2. teachers are able, with the aid of new media, to focus on individual</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>activities in her/his learning process.</td>
<td></td>
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</tr>
<tr>
<td>3. my role as a teacher educator has been changed by the use of new media:</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>encouraging the teachers in the learning process and not the transfer of</td>
<td></td>
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<tr>
<td>knowledge is in the foreground.</td>
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</tr>
<tr>
<td>4. teachers work purposefully in segregated gender groups.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>5. teachers work purposefully in mixed gender groups.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. I work together with teachers on gender-sensitive didactic concepts and</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>materials.</td>
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</tr>
<tr>
<td>7. I collect and exchange gender-sensitive didactic concepts and material.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. I use virtual communities together with teachers (closed working groups</td>
<td>□</td>
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<td>…).</td>
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<tr>
<td>9. teachers encourage each other in reflecting their own actions in the</td>
<td>□</td>
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<tr>
<td>lessons, especially with respect to gender-specific interaction processes.</td>
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<tr>
<td>10. male teachers act as PC experts more often than female teachers.</td>
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</tr>
<tr>
<td>11. when dealing with new media female teachers more often enquire if problems</td>
<td>□</td>
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<tr>
<td>arise.</td>
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<tr>
<td>12. female teachers are more determined in solving tasks than male teachers.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>13. when handling new media female teachers prefer creative work.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>14. I expect the same computer skills from female teachers and male teachers.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>15. I have to be aware of didactic concepts about the use of new media in</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>lessons.</td>
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</tr>
<tr>
<td>In my role as Teacher Educator ...</td>
<td>Always applies</td>
<td>Often applies</td>
<td>Seldom applies</td>
<td>Never applies</td>
<td>No answer possible</td>
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</tr>
<tr>
<td>16. I can use my skills in handling new media to its full capacity.</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>17. I can make use of new media to the full extent because equipment in the school where I have my lessons with teachers is adequate.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>18. I can make use of new media to the full extent because the equipment at the institution where I teach is adequate.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>19. I can make use of new media to the full extent because the software I need is available.</td>
<td>□</td>
<td>□</td>
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<td>□</td>
</tr>
<tr>
<td>20. I see the promotion of new media in my lectures as my task.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>21. I am aware of gender issues when accessing and dealing with new media.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>22. I know the principles of gender oriented multimedia-based lessons.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>23. I am able to analyse and select media and software for specialized and interdisciplinary lessons according to the criteria of education and learning.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>24. I am able to assess media, especially software according to gender aspects and select them if they are suitable for gender-sensitive lessons.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>25. I advise teachers how to handle old and new media in an independent, reflecting and critical way.</td>
<td>□</td>
<td>□</td>
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</tr>
</tbody>
</table>
Observation aspects for teacher educators

What is the purpose of this tool?
Teacher educators and student teachers should be sensitized for gender-specific differences in media didactics in order to consider these differences when designing the teaching – learning relations.

Learning objectives
In this module you learn, by using the observational questionnaire, to allow for the different modes of access and learning preconditions used by boys and girls in the didactic and systematic planning and in practical application. In the end you will be able

- to diagnose different methods of access and learning preconditions of boys and girls in dealing with ICT and implement them in didactic and systematic planning (diagnosis and transfer competences)
- to reflect on the development of your skills in dealing with ICT in a gender-sensitive way (self-reflecting competence)

How do you work with this diagnostic instrument?
The questionnaire consists of a grid that should enable the monitoring of gender-sensitive media skills. This grid should be considered as “work in progress” and treats selected aspects.

Time needed
About 3 hours (including 45 minutes for classroom visit)
Observational aspects for lesson assessment

Language

Language is not neutral. Reflection on the ways and means of employment in the classroom permits an assessment of whether each and everyone feels addressed. It is important to listen carefully to the teaching staff and especially to pay attention to their choice of words.

Teaching Methods

Teaching methods provide information about the models and ideals presented to the students. Their observations enable them to be aware of how certain methods benefit the participating students. Particularly the assignment of tasks in a mixed team of two is a good indicator of the allotted (gender) roles.

Relationships: Interaction between teaching staff and learners

Whether a male or female teacher is in front of the class is important. The perceptions that we have internalised during our socialization remain in adult life and become firmer with practice. The pitch of the voice as well as the gender of the teacher has decisive effects on the development of the pedagogic relationship. The way of speaking is a fundamental element in the learning process. For the learners it is the means of gathering and understanding new contents. It is, therefore, particularly important to scrutinize the way of speaking. Who predominantly has the chance to respond in class? Are the responses equally spread between girls and boys? Do they receive the same time to respond?

Relationships: Interaction between the learners

Relationships between boys and girls are not free from dominating attitudes. During the whole period of socialization girls and boys learn to take or yield their place, to participate or remain silent, this learning process is a part of the “concealed curriculum”. Observation covers the circumstances under which the events take place. When the activities, for instance, occur within a working group, it is all about recording a moment in a mixed group, to quickly note who controls the conversation and how the tasks are organized.

Observations are subjective and can be incorrect

Some of the points in the observation pick up aspects, which can be seen as stereotypes. To name them as such, should however not lead to fixed gender roles, but rather help to open up your mind to this problem, to become aware of it and to use this new perception when planning your own lessons.

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<table>
<thead>
<tr>
<th>Observation aspects for lesson assessment</th>
<th>Always applies</th>
<th>Often applies</th>
<th>Seldom applies</th>
<th>Never applies</th>
<th>No answer possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The tuition is equally interesting and motivating for both girls and boys, allowing the pupils/students to gain individual learning experience.</td>
<td>☐</td>
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<tr>
<td>2. The student teacher is interested in the views and problems of girls and boys and finds ways of introducing them into the lesson.</td>
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<tr>
<td>3. The student teacher makes gender topics a subject in her/his lessons.</td>
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<tr>
<td>4. The student teacher uses gender-sensitive formulations in written and spoken texts so that girls and boys feel equally addressed.</td>
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<tr>
<td>5. Girls and boys are selected equally in lessons.</td>
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<tr>
<td>6. Reserved boys and girls are specifically selected to provide them with the necessary encouragement.</td>
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<td>☐</td>
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<tr>
<td>7. The student teacher is a role model in the differentiated and natural use of new media.</td>
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<tr>
<td>8. Girls and boys are advised how to handle new media in an independent, reflecting and critical way.</td>
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<tr>
<td>9. Girls and boys can handle the computer</td>
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<td>… as a tool.</td>
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<td>… as a means of communication.</td>
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<tr>
<td>10. The student teacher uses new media</td>
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<td>… innovatively.</td>
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<td>… appropriately to the situation.</td>
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<tr>
<td>… aptly for the aims of the lesson.</td>
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<tr>
<td>Observation aspects for lesson assessment</td>
<td>Always applies</td>
<td>Often applies</td>
<td>Seldom applies</td>
<td>Never applies</td>
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<tr>
<td>11. The new media in the lesson are used in such a way that</td>
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<tr>
<td>… the skills of the girls and boys are accounted for.</td>
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<tr>
<td>… the experience of the girls and boys are allowed for.</td>
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<tr>
<td>… the interests of the girls and boys are considered.</td>
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<tr>
<td>… the creativity of the girls and boys is considered.</td>
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<tr>
<td>12. The student teacher shows an understanding of the girls and boys when they are handling new media.</td>
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<tr>
<td>13. Care is taken that the roles in partner and group work are not selected according to gender.</td>
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<tr>
<td>14. In particular, the girls are encouraged and supported to use new media for:</td>
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<td>… layout</td>
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<td>… presentation</td>
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<tr>
<td>… problem solving</td>
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<tr>
<td>15. All girls and boys have equally good access to new media in the classroom.</td>
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<tr>
<td>16. Girls keep quieter than boys during their computer work.</td>
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<td>![Box]</td>
<td>![Box]</td>
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<tr>
<td>17. The student teacher is sensitive to gender-specific conflict resolution patterns and enables girls and boys to develop their own conflict resolution competences.</td>
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<tr>
<td>18. Any other points:</td>
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</tbody>
</table>
Criteria for evaluation of print and electronic training material from a gender perspective

What are the reasons for this instrument?

The increasing acknowledgement of gender aspects and their relevance in education and training are expressed by many educational programmes. Are gender aspects also reflected in printed and electronic training material?

There is an urgent need to equip teachers in schools and teacher educators as well as future teachers with awareness, knowledge, skills and instruments to identify gender disparities and imbalances presented by didactic materials, in order to e.g. counteract a stereotyped division of school subjects into “girls’ subjects” and “boys’ subjects”, and to promote gender-balanced teaching and learning relations.

The following criteria for a gender evaluation are designed to analyse the balance of gender-specific aspects in following areas:

- choice and subject matter presentation
- gender ratio, gender of role models: Are the genders presented in a balanced way? Are both men and women represented in the team of authors (concept, application, design etc.)?
- life patterns and visions: Avoiding the use of stereotyped gender role examples concerning work-life-balance models.
- job orientation, relation of family vs. job: are females and males, for example, exclusively depicted in stereotypical spheres – women shopping, doing domestic chores, as teachers or hair stylists and men in official duties like judges, company managers, policemen or pilots etc.? Are females and males shown in non-traditional professional areas (e.g. men as nurses, women as engineers).
- Development of society and hierarchies: Are the constraints of stereotypes in which women are presented in the household and men in official life with positions of power, avoided? Not only referring to stereotypes of women like housekeeping, shopping, fashion, teachers, hairdressers etc. and men like power, dominance, speaker, company director, policeman, scientist, pilot, soldier etc. but presenting both male and female for example as cooks, arriving from work, both drive a car.
- “female” and “male” domains: Are alternative models shown?.
- illustrations and examples
- gender-balanced language: This applies to languages like Czech and German, where there are masculine and feminine forms e.g. addressing the class – “dear pupils” is in Czech “milí žáci”, which means only boys, when it should be “milí žáci a milé žákyně” to include both boys and girls.
Objectives
In this module you will learn
• to analyze, critically assess and employ teaching and learning materials using gender-specific criteria
• to briefly summarize your evaluation results

Based on this description of targets you will be able to
• apply the methodology for analysis and
• assess printed and electronic training material

How do you work with this instrument?
• Go through the chosen information source (school book, Internet, CD-Rom).
• What are your first impressions of the gender balance?
• Carefully apply the criteria mentioned in the catalogue.
• Reflect on the results of your evaluation:
  ⇒ If the positive results (+) predominate (75 per cent and more), the information sources may need improvements here and there, but is suitable for use in the classroom.
  Gender imbalances should be addressed and/or balanced out:
  ✓ in the class room e.g. through the addition of worksheets, discussions and explanations
  ✓ amongst colleagues e.g. by discussions and explanations
  ✓ at parent-teacher meetings e.g. by discussions and explanations
  ⇒ If the positive results (+) total less than 75 per cent, it would be better to use another information sources in the classroom.
  Point out the gender disparities identified:
  ✓ among colleagues by e.g. discussion and explanation (before you start: First ask them, which of these information sources they use, and later what and why they do and don't like about them. Finally, discuss the results of your evaluation and draw their attention to the relevant problems and propose how to re-balance by e.g. using worksheets)
  ✓ at a parent-teacher conference by e.g. discussion and explanation
• Summarize your evaluation results of the information sources and focus on the following:
  o proposed usage
  o result of evaluation
  o strengths
  o weaknesses
  o recommendations, advice

Time needed
2-3 hours
Criteria for evaluation of print and electronic training material from a gender perspective

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>partly</th>
<th>no</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the gender approach applied in the book, website or CD-ROM?</td>
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<tr>
<td>2. Is the curriculum gender balanced?</td>
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<tr>
<td>3. Are both boys and girls addressed by the theme and content?</td>
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<tr>
<td>4. Do the themes tie in with the experiences and the realities of life of boys and girls?</td>
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<tr>
<td>5. Is the subject covered in a way that raises interest of both girls and boys?</td>
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<tr>
<td>6. Is the subject covered in a way that equally motivates both girls and boys?</td>
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<tr>
<td>7. Are alternative role models of men and women presented?</td>
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<tr>
<td>8. Do the information sources offer “non-traditional” models of ways of living?</td>
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<tr>
<td>9. Do the information sources promote openness, cooperation and common values of women and men?</td>
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<tr>
<td>10. Do the teaching materials tie in equally with the previous knowledge and the day to day experiences of both girls and boys?</td>
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<tr>
<td>11. Are the chosen illustrations depicting females and males in a balanced ratio?</td>
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<tr>
<td>12. Do the illustrations show females and males actively participating in a variety of situations at home, work, or play?</td>
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<tr>
<td>13. Are girls/women and boys/men depicted in analogue situations and activities, e.g. cooking, working, driving?</td>
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<tr>
<td>14. Do the information sources present examples from all parts of social life, including daily experience?</td>
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<tr>
<td>15. In the given examples are the active and passive roles spread equally between boys and girls?</td>
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<tr>
<td>16. Are there stereotypic social interactions in the examples?</td>
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<tr>
<td>Question</td>
<td>yes</td>
<td>partly</td>
<td>no</td>
<td>I don’t know</td>
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<tr>
<td>17. Does the language assure the representation of women and men in a way that emphasizes gender equity?</td>
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<tr>
<td>18. Do the information sources use suitable and correct terms for the social groups described?</td>
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<tr>
<td>19. Do the contents use sayings and/or jokes about men and women that use stereotypes?</td>
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<tr>
<td>20. Are there males and females represented on the team of authors of the information source?</td>
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<tr>
<td>21. Is the subject covered by avoiding any discrimination and in accordance with the legal framework on gender equality?</td>
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</tbody>
</table>
More practical tools for diagnosis and observation

The following tools are on the CD which is attached to this manual:

Observation sheet for teachers to observe students in formal school settings (CZ)

The following educational components are observed:
1. Students' handling of ICT in a certain subject
2. Teacher's interventions
3. Classroom settings
4. Learning aids
5. Instructional strategies

You can adapt this sheet according to your own needs!

ICT competence profile (CH)

The heterogeneity of prior knowledge of ICT competences is a great challenge during the training and further education of teachers and teacher educators. This instrument will give you an overview of your own user competences. Also available for participants – an entry evaluation of prior knowledge

The following areas are covered by the competence profile:
1. Own media and ICT skills
2. An overview of media and ICT
3. Media socialization of youngsters
4. Media education
5. School development in the context of media

Certainly, while answering the individual questions in the ICT competence profile, you will think of other gender-specific questions that could have been included.

The ICT competence profile was developed at the “Institut für Medien und Schule” (IMS) of the Pedagogical University Zentralschweiz.

Mouseclick (CH)

The Mouseclick is part of integrated ICT lessons and was developed at PHBern. An ICT pass with potential learning objectives for the 1st to 6th grade of primary school in the canton Berne is available. With the help of the recommended learning objectives teachers can plan their classes accordingly, adjust them to the ICT structure of their school and adapt the MOUSE CLICK.

The MOUSE CLICK is available in six versions:
- **MOUSE CLICK 1** for the 1st + 2nd class – pdf- and Word
- **MOUSE CLICK 2** for the 3rd + 4th class – pdf- and Word
- **MOUSE CLICK 3** for the 5th + 6th class – pdf- and Word
PART 3

THE ONLINE COURSE ‘GENDER COMPETENCE & MEDIA COMPETENCE IN TEACHER EDUCATION’
– SUGGESTIONS FOR USE OF COURSE ELEMENTS IN EUROPEAN TEACHER EDUCATION

Examples from the G@ME Project

The online Training Course “Gender Competence & Media Competence in Teacher Education” was conducted for eight weeks from 5th January to 1st March 2009 and teachers and teacher educators from Europe participated. This chapter first provides an overview on the aims of the course and its design. It is followed by our suggestions for use of course elements in European teacher education.

Goals of the course

- Gender-specific perceptions, stereotypes, roles, communication behaviour in media education will be reflected and discussed.
- Participants will receive the appropriate knowledge to be better qualified for dealing with gender-specific issues in media education.
- By the end of the training course participants will have an increased understanding of the potential of gender-sensitive media education and will be encouraged to develop models of combining gender and media competence within their own contexts.

Target groups

- Teachers (in-service, pre-service)
- Teacher educators at universities, teacher training colleges and at institutions responsible for the professional development of teachers.

The participants were expected to be familiar with using basic ICT applications, incl. orientation in e-Learning systems.

Fig. 4 Design of the online course
The whole online training course “Gender Competence & Media Competence in Teacher Education” was designed to require some 30 hours - a minimum of 3 hours per week and a maximum of 4 hours per week. There are six learning units which open one after the other, plus an introductory unit and a final assignment unit.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction</th>
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<tbody>
<tr>
<td>Welcome Forum / Handling Moodle / Presentation of participants</td>
<td></td>
</tr>
<tr>
<td>Dialogue about language / Learning in a virtual group / Different styles of learning</td>
<td></td>
</tr>
<tr>
<td>Compulsory task: upload profile, photo, read the file “Terms used in the project” (course library - terms in english and german)</td>
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<tr>
<td>Optional task: Activate your own knowledge on the topic!</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Learning Unit 1: Gender &amp; Media competence: concepts - theoretical approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Gender, ICT and Education - investigation</td>
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<tr>
<td>1.2. Pupils’ pedagogical thinking - research in the G@ME project</td>
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<tr>
<td>1.3. Gender and Brain</td>
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<tr>
<td>Compulsory task: take part in one of the three discussion threads in the Forum.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Learning Unit 2: Gender and New Media in Participant’s countries</th>
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<tbody>
<tr>
<td>2.1. Learning from each other: Gender and ICT (focus on Internet and PC) in schools and teacher education in the countries of the participants</td>
<td></td>
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<tr>
<td>2.2. Individual perception of Gender and Media and exchange of experiences</td>
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<tr>
<td>Optional task: prepare a small presentation on Gender and ICT in your country.</td>
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<tr>
<th>Week 4</th>
<th>Learning Unit 3: Diagnostic instruments on reflecting gender-specific perception and communication in schools and teacher education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Questionnaire for pupils/students</td>
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<td>3.2. Self-reflection questionnaire for teachers</td>
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<tr>
<td>3.3. Sheet for teachers to observe students in formal school settings</td>
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<tr>
<td>3.4. Self-reflection questionnaire for teacher educators</td>
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<tr>
<td>3.5. Observation aspects for teacher educators and student teachers</td>
<td></td>
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<tr>
<td>3.6. Criteria for content evaluation of print and electronic education materials</td>
<td></td>
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<tr>
<td>3.7. Recap - Evaluation</td>
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<tr>
<td>Compulsory task: complete one of the subunits 3.1. to 3.6.</td>
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</tbody>
</table>
### Week 5: Learning Unit 4: Gender and ICT: Practical tools for diagnosis and observation

- 4.1. Stumbling blocks
- 4.2. Informatics competence matrix
- 4.3. ICT competence profile
- 4.4. Mouseclick

Optional task: complete one of the subunits 4.1. to 4.4.

### Week 6: Learning Unit 5: Cooperative tools in Media Education - Application in our own professional work

- 5.1. Concept Mapping
- 5.2. Wiki
- 5.3. Webquest
- 5.4. Mobile devices

Compulsory task: try one of the tools and the respective assignment.

### Week 7: Learning Unit 6: WebQuest: a didactical model for a new learning culture?

- 6.1. Webquest in German: Gendersensible Unterrichten mit Neuen Medien
- 6.2. Webquest in English: EU Parliamentary elections 2009 - why care?
- 6.3. Webquest in German: Europa 2009

Optional task: complete one of the three webquests.

### Week 8: Which issues/themes and applications are suitable for use in our own professional context?

Final compulsory assignment:
- Write at least one contribution to the Course-Wiki as final assignment.
- Fill out the final evaluation - online questionnaire
G@ME good practice

The G@ME training course was designed to comply with the rules on gender-sensitive learning. The provision of the learning environment, definition of learning aims and tasks, selection of contents as well as the didactically sound e-tutoring were guided by gender quality requirements described as follows:

“A gender-sensitive learning module

- uses gender-sensitive language
- offers extensive socio-technical support and provides for the varying states of knowledge of the participants
- offers good and time-saving navigation
- offers a detailed overview of its contents (meta plan of learning goals)
- provides information about the amount of time needed for each unit
- features a gender-sensitive instructional design
- implies miscellaneous, flexible, interactive and naturalistic components
- includes diverse interactive opportunities for communication
- awards a certificate for the successful participants” ⁴⁰

Lessons learned from the course

The evaluation of our G@ME training course was designed by distinguishing four areas:

1. General information
2. Motivation
3. Processing
4. Results and benefits

The course participants explicitly valued:

- the flexibility in time and place
- the interactivity provided by the training course. They appreciated getting into contact, exchanging information, experiences and perspectives
- the online socialization of students: Experiencing transnational co-operation and the development of personal relations
- the individualised assessment of learning success
- the many opportunities for asynchronous co-operation
- the innovative design of contents involving text, audio and video documents, and allowing for individualisation of learning according preferred ways of learning
- the reusability of learning objects

At the same time, the evaluation demonstrated the participant’s need to learn about the diverse possibilities provided.

The participants pointed out ...

- the need for self-motivation and self-discipline to continue the learning process and successfully finalize the training course.
- the support provided by the e-tutors, which was estimated as an important factor for completing the training course.
- they had gained sensitivity and gender awareness in the use of new media.
- they had valued getting to know all diagnostic instruments presented for later use in the classroom. “Most of them will support me within my classroom practice. I need feedback about my teaching”.
- they were motivated to making more use of new media in future lessons.
- the topic Gender & ICT should be central issues within the teacher education curricula.

The evaluation questionnaire of the G@ME training course is provided on Internet 
http://game.bildung.hessen.de/onlinecourse_eva/index.html

Based on the evaluation and the analysis of the feedback provided by the online course tutors, we recommend opening the following areas for interactive communication:

1. Creating a (forum-) focus exemplifying relevant methods and concepts

In view of the discourse about the examination of statistical data and sources, a forum should be set up that introduces the corresponding terminology and describes the systematic procedure. Here, the various approaches for gender analysis, or as the case may be, equal chance analysis could be compared and contrasted and their messages discussed. The following themes are suited for the practice of gender awareness in European teacher education:

1) Gender perspective
2) Gender equality perspective
3) Gender mainstreaming strategy
4) 3R Method

**Gender Perspective**

Analysis from the gender perspective is based on the assumption that the two genders are neither simply equal nor unequal, but can be both. Such an analysis reconstructs and redefines social structures, which in terms of gender are currently divided in two. This analysis perceives gender as a social phenomenon, something created, changeable and ambiguous. A gender-perspective analysis will focus on identifying changes between the genders, rather than just describing typical, existing differences.

**Gender equality perspective**

The term “gender equality” stands for equal rights, duties and opportunities for societal involvement despite different conditions, desires and needs. An analysis of conditions in education, in teaching and learning, in the classroom, etc. from the gender-equality perspective will describe typical, existing differences and take into account the inequalities between women and men. It will mainly focus on gender inequalities as they are manifested in practice.
3RMethod

The main message in this method is the importance of generating gender-based information, to develop greater awareness of the importance of thinking in terms of gender and, thereby, to create the basis for discussion and for improving. It highlights:

1) The **Representation** of gender ratios of men and women / girls and boys (quantitative).

2) The allocation of **Resources** to males and females (quantitative).

3) The analysis of the **Realia** based on the quantitative surveys of representation and resources. Its guiding questions are qualitative: Why is this the way? How can gender patterns be explained? Are they in line with our aims – and if not, why not?

**Gender Mainstreaming**

As a strategy gender mainstreaming aims at integrating gender perspectives into the targets, structures, priorities, decisions, processes, activities, projects and the allocation of resources. This also includes the level of involvement in practice (e.g. in the educational sector, in organisations like schools or kindergartens).

2. **Creating forums on topics that are relevant in practice**

The G@ME forums were also designed to deepen the understanding of the information provided in the context of gender & new media. Therefore we recommend focusing the following topics for good practice to improve gender awareness in European teacher education:

**Building up of belief in self-competence**

Belief in one’s own competence is mainly affected by learner’s interpretations of their past experiences, by external support from others and by access to successful role models. Success in past experiences builds confidence in competence, which in turn encourages children to take on new challenges. At the same time, experience helps children to develop knowledge so that they respond successfully to new challenges.

Research shows that girls tend to attribute their successful accomplishment of computer tasks to hard work or luck and failure to a lack of ability, while boys are more likely to attribute their success to their ability and failure to a lack of effort or bad luck.\(^{41/42}\)

Failures, attributed to lack of ability, and repeated disappointments tend to hinder self-confidence and reduce the possibility to take on future challenges that could help in improving competence. Pupils/students who are convinced that they are unable to do things won’t believe they can improve as a result of training. It’s their attitude - the way they regard the learning content or themselves - that stops them, rather than what they do.

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Valuing individual differences

Several longitudinal studies on motivation have established strong connections between pupil/student’s self-competence and certain elements within the classroom environment. In particular, their perceptions of their academic competence is enhanced when teachers foster a “learning orientation” to learning, this means when they focus on learning and improvement, communicating positive expectations to the pupils/students, viewing mistakes as opportunities for learning, encouraging teamwork and recognizing effort and individual progress.

On the other hand, self-competence deteriorates when teachers adopt “performance orientation”, that is, when they place heavy emphasis on pupil/student performance and highlight differences in their achievements (i.e. when they heap praise and recognition on only some students or announce and discuss grades in front of the class). Practices that encourage competition and social comparison may benefit high achieving students but are detrimental for students with average or low achievements and with more vulnerable perceptions of their competence.

While learning orientated environments communicate the message that individual differences are valued and that all students can learn and improve, performance focused environments communicate the message that only some students are able to learn and succeed.
MODULE 1: GENDER & MEDIA COMPETENCE - CONCEPTS
AND THEORY

Understanding some of the possible causes and influencing factors that are linked to
gender differences can help to contribute to effective educational interventions being
included and identify relevant aspects for the didactic design and the creation of
learning environments that need to be taken into account in order to create gender-
balanced ICT teaching and learning relations, and to apply this diversity in a
constructive way in schools and teacher education.

The module is based on the respective Learning Unit of the G@ME online course
“Gender Competence & Media Competence in Teacher Education”. Additional material
is provided on the CD.

Learning about the status of research and the exchange of findings

Content focus:
- Gender, ICT and Education\(^{43}\) (individual work)
- Pupil’s pedagogical thinking\(^{44}\) (individual work)
- Gender and Brain\(^{45}\) (individual work)
- Exchange of findings (group work / online forum)
- Improving understanding (group work / online forum)

Within the according Learning Unit of the online course “Gender Competence & Media
Competence in Teacher Education” we identified the following good examples:

Didactical setting

In the framework of this unit the G@ME online training focused on a gender balanced
training provision in teacher education by
- providing a setting that encourages active learning and collaboration
- allowing for individual learning and integrating information from a variety of sources
- providing a setting that allows for working together on questions that evolve from
  the learner’s own interests
- providing sources and literature from authors representing a gender balanced
  selection of experts in this field
- practising gender-balanced language

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\(^{43}\) Vekiri, I. (2008, 2-3 June). ICT(s) and socialization: The role of the school and teachers. OECD Expert meeting on

Education Centre and Kynäslahti, Heikki: https://connectpro.helsinki.fi/p69281962 (network based Video lecture)

Wirklichkeit? In: S. Ebelling, S. Schmitz (Eds.): Geschlechterforschung und Naturwissenschaften. Einführung in ein
komplexes Wechselspiel. Wiesbaden: Verlag für Sozialwissenschaften, 211-234
Example for the conceptual design of the online forum GENDER AND BRAIN

The variety in the range of discussion threads in the G@ME forum proved to be very useful and targeted for encouraging collaboration and enabling a qualitative assessment.

The discussion thread with questions covering all relevant dimensions was pre-defined (1-4) and allowed for additional topics to be raised by participants (5-10).

1) Gender differences in behaviour and cognition:
   Are there differences in the behaviour and cognitive skills of girls/women compared to boys/men?

2) Explanatory value of brain research for these differences:
   Are there differences in brain structure or functionality of girls/women compared to boys/men? How do brain structure and function relate to behaviour and cognition? Does the first (brain) explain the latter (behaviour/cognition) to a full extent?

3) Nature or nurture
   Are differences predetermined by the biology of the brain, i.e. are they innate? Or is it possible, that differences in the brain are results of experience and learning behaviour?

4) Usefulness of brain imaging technology in this field.
   How useful are the modern brain images that visualize and colour structures and activities in the brain, for the localization of gender differences? How useful are they, in general, for explaining the location and content of cognitive processes?

5) Critiques on and demands for brain imaging research

6) Usefulness of research with babies

7) Brain-Gender-Language

8) Brain concepts

9) Influence of digital world based on plasticity concept (digital natives)

10) Societal interactions
Over the last few years there has been a significant upward development in the availability and use of ICT in European classrooms. What European boys and girls have in common at the beginning of the third millennium: The use of computers in European schools has reached almost 100 per cent. Significant variations exist regarding the intensity of ICT use in schools as well as the awareness for the necessity of gender-sensitive approaches and opportunities.

Becoming acquainted with the role of schools, teachers and teacher educators on Gender and ICT in European countries

Content focus:
- Gender and ICT in schools and teacher education in the countries of origin of the participants (individual work)
- Individual perception of Gender and Media (individual work)
- Exchange of experiences (group work / online forum)
- Exchange of methods and concepts (group work / online forum)
- Elaboration and presentation of Gender and ICT in one country (individual work / group work / online forum)

Integration of the European level

The module is designed for the integration of the European level. The intention being to learn about Gender and ICT in European countries, schools and classrooms by providing statistical data and to encourage the dialogue via the exchange of individual insights and thus to promote understanding of diverse cultural views.

“Exchange experiences. Raise questions. Talk about your own experience in your workplace and in your country”. In the online course we suggest starting the discussion by raising questions and concerns from your own experiences:

Inform the others about your views
- How does the information you gathered coincide with your experiences?
- Is the gender perspective of ICT discussed at your workplace?
- Is the gender perspective of ICT considered in planning lessons?
- Is the integration of gender aspects of any significance in your workplace, in your country, in the European Union?
- Which obstacles / barriers do you experience in your workplace?
Guiding topics for using information sources on the European level

- Basic data of education from “our” countries in connection with “our” target group: girls and boys between 10 and 16 and data from schools of those involved: student teachers, teachers, teacher educators
- Evidence using (inter)national data: access to ICT for pupils / students / teaching staff
- Use of ICT by students, student teachers, teachers, teacher educators
- Qualification of students, student teachers, teachers, teacher educators for the use of and with the use of ICT

Some information sources on the European level

- G@ME Project country reports in English and German (http://www.project-game.eu/dissemination.php)
- Eurydice - multilingual Information data bank on education systems in Europe (http://www.eurydice.org)
- PISA - Programme for International Student Assessment (http://www.pisa.oecd.org)
- European Schoolnet (http://epp.eurostat.ec.europa.eu)

Eurostat is the Statistical Office of the European Communities: Its task is to provide the European Union with statistics at European level that enable comparisons between countries and regions.

Recommendations for a didactical setting

- Encourage active learning.
- Allow for individual learning styles and integrating information from a variety of sources.
- Allow for building links to own individual workplace experiences.
- Provide a setting that allows reflection and exchange of individual perceptions of gender and media.
- Encourage collaboration in order to perform the final task.
- Provide sources and literature from authors representing a gender-balanced selection of experts in this field.
- Practise gender-balanced language and information.
MODULES 3 – 7: DIAGNOSTIC INSTRUMENTS FOR SCHOOLS AND TEACHER EDUCATION - PROPOSALS FOR TEACHER EDUCATION

How valid is it to form the learning process around methods of diagnosis and observation? How can we gather experience of the practical uses of these instruments? The methods of diagnosis and observation were developed, tested and adapted by the project partnership during the project’s lifetime. You can adapt the instruments according to your own needs!

Learning contents, aims and tasks of the following modules are described in part 2 of this manual:

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<tr>
<th>Module 3</th>
<th>Observation and Assessment - How to avoid stumbling blocks</th>
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<td>Module 6</td>
<td>Observation aspects for teacher educators</td>
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<tr>
<td>Module 7</td>
<td>Criteria for evaluation of print and electronic training materials from a gender perspective</td>
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</table>

Process of gender awareness

The G@ME online training course provided an overview of learner's progress in acquiring gender awareness as part of the “Tools for Diagnosis and Observation” unit.

Principles of being aware of the gender situation regarding ICT can be introduced as a process:

1) investigation of the gender situation at the schools (classrooms) using various diagnostic tools, supported by
2) analysis and
3) recognition and identification of gender issues, and finally by
4) deconstruction of gender stereotypes in using ICT
The implementation of the online course “Gender competence and media competence in teacher education” indicated that some participants hold and report on stereotypical views about the success in ICT related fields of men and that these perspectives have been subconsciously strengthened in teaching practice.

By providing process monitoring concerning the learners’ exchange of experiences, the e-tutors accentuated the fact that naming gender-specific dispositions and attitudes of girls and boys within the G@ME Diagnostic Instruments is neither meant to strengthen nor to solidify difference concepts.

Basically, these instruments intend to steer attention to the heterogeneity of boys and girls and aim at broadening the student’s activity competences within the gender perspective.

The learners discussed their experiences concerning, for example:

- how to work with the gender perspective constructively in the classroom
- how to create a learning atmosphere, which allows participants to contribute according their individual learning needs
- how to develop opportunities to overcome traditional role models
- how to open ‘pedagogic spaces’, which allow for the reflection of norms and values
- which approaches would serve or could be developed in order to de-construct gender specific dispositions and attitudes in school and classroom.
MODULES 8-12: COLLABORATIVE METHODS IN MEDIA EDUCATION
- APPLICATION IN OUR OWN PROFESSIONAL WORK

With a view to gender awareness and media education we have chosen the following examples for ICT-based cognitive and collaborative tools:

<table>
<thead>
<tr>
<th>Module 8</th>
<th>Moodle</th>
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<tbody>
<tr>
<td></td>
<td>The online course “Gender Competence &amp; Media Competence in Teacher Education” introduced Moodle as an educational environment for teaching and learning.</td>
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<table>
<thead>
<tr>
<th>Module 9</th>
<th>Concept Mapping</th>
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<tr>
<td></td>
<td>CmapTools for concept mapping help us become acquainted with and discuss new concepts by enabling the visualization of interrelations.</td>
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<table>
<thead>
<tr>
<th>Module 10</th>
<th>WIKI</th>
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<tr>
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<td>Wiki is a tool for social learning and collaboration.</td>
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<tr>
<th>Module 11</th>
<th>WebQuest</th>
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<tr>
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<td>WebQuests support project-based learning.</td>
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<tr>
<th>Module 12</th>
<th>Mobile devices</th>
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<tr>
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<td>Mobile devices can be motivators for both boys and girls and help them not to be afraid of ICT.</td>
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MODULE 8: MOODLE

Moodle is designed to help educators create online courses with diverse opportunities for collaboration and interaction. Moodle belongs to the category open source e-Learning software platforms and runs independently from a special operating system.

The term MOODLE stands for Modular Object-Oriented Dynamic Learning Environment, originally the M might have stood for “Martin’s”, first name of Martin Dougiamas, the person who developed the first version in 1999.

Content focus:
- Handling Moodle
- Presentation of participants within Moodle
- Creating and contributing to virtual dialogues
- Learning in a virtual group
- Different learning styles

We identified the following good practice elements in the online course “Gender Competence & Media Competence in Teacher Education”:

Choice of the Learning Environment

As open source e-Learning software the Moodle is characterised by the fact, that anyone can legally use it without paying licensing fees, can change the source code and make and legally pass on copies of the original or the modified software. It can be obtained without charge and may be freely distributed.

As a web-based platform it allows easy access to our G@ME training course all over Europe. Furthermore, Moodle is a widely-used web-based learning management system that allows the management of learning resources easily in an integrated system.

One of the main advantages of Moodle is that it has a firm grounding in social constructivist pedagogy.

Didactical comment

In general, interest in learning materials and belief in its value are enhanced when teachers encourage active learning and collaboration as this provides learners with opportunities for control, choice, and decision-making. Furthermore, a motivating assignment of tasks is often characterised by novelty, provides personal animation and is clearly defined.

Regarding gender-balance, e-Learning platforms allow collaborative methods that prevent the subconscious reinforcement of stereotypical views and provide a wide range of multifaceted tasks that allow a variety of individual learning approaches, diverse individual interests and offer links to individual experiences of learners.

In terms of orientation and the acquisition of knowledge within an e-Learning environment, teachers (e-teachers) need to guide and support learners by taking the role of coaches or tutors. As a learner, it is important to be aware of learning preferences and to adjust study techniques to best fit each individual style.
Moodle is modular in construction and can be extended by creating “activities” with specific functionalities. The following example provides an overview: The activity block allows for navigation between different “Moodle activities” and offers access to fora, quizzes, assignments etc.

Fig. 6 Example: Moodle - Activities
MODULE 9: CONCEPT MAPPING

What are reasons for using this method?

Learning takes place by the assimilation of new concepts and propositions into existing concept and propositional frameworks held by the learner. Concept maps (Cmaps)\(^{46}\) are graphical tools for organizing and representing knowledge. They allow learners to construct their own knowledge structure, or cognitive structure, through a hierarchical fashion with the most inclusive, most general aspects at the top of the map and the more specific, less general aspects arranged hierarchically below. Concept maps allow for links between aspects in different segments. These cross-links help learners to see how an aspect in one segment of knowledge represented on the map is related to an aspect in another domain.

Internet based CmapTools are designed to...

- save concept maps on the personal computer,
- share them via the Internet,
- link diverse concept maps,
- create web pages of concept maps,
- allow for collaboration between individuals in the same room or anywhere in the world
- collaboratively edit maps synchronously or asynchronously with other learners via Internet,
- search the web for information relevant to a concept map.

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\(^{47}\) G@ME - project example. See: Mylläri, J. University of Helsinki. Department of Applied Sciences of Education http://www.helsinki.fi/sokla/media/game.html (31.12.2007)
Learning objectives

- Get known to a tool that qualifies for the design of gender fair teaching and learning relations, since it draws attention to the broad range of differences in human abilities for various kinds of learning and performance.
- Concept maps will help you to integrate the diversity of individuals’ cognitive structures into teaching and learning.
- Concept maps are also effective in identifying different ideas held by students, and collaboratively get known to and therefore built the basis for a fruitful exchange and discussion on diverse cultural views.
- Learn on how to provide opportunities for learners’ capabilities to be represented and expressed (other than the recall of specific information).

How to work with Concept Mapping?

The purpose of implementing Cmap as a new teaching and learning method is to help to deconstruct negative gender issues in a learning process. Naturally from our point of view at the moment and the gender topic itself.

In learning to construct a Cmap, it is important to begin with an area that is quite familiar to all of the students. A good way to define the context for a concept map is to raise a question that is practice oriented and clearly focuses on a single problem or issue the concept map should help to resolve. Once a preliminary map is built, cross-links should be sought in order to indicate relationships between diverse sectors.

It is important to be aware that developing a concept map may be a work in progress. It could be revised, other aspects could be added. Valuable maps usually result from many revisions.

G@ME practice

In the G@ME project CmapTools were used as a means for stimulated recall – a type of research. The G@ME research combined the new research branch of pupil’s pedagogical thinking with an old research tradition of stimulated recall interviews which is a new thing to do. Using a concept mapping programme to do this made the research even more unusual.

Our participants reported diverse experiences on bringing into classroom practice as “I tried out mind mapping with some of my students, and oh, how they fought it! I heard comments back such as: I never plan on paper; why should I plan on the computer.”, “The students that I have taught over the last twenty-odd years have been reluctant planners; they prefer to start a piece of writing and see what comes.”, “When they start planning, they start seeing and using structural patterns more which aids the whole process. It's an uphill battle, though. Study skills and planning work are often thin on the ground in school curricula.”, “When learning to construct concept maps, students tend to deviate from the focus question and build a concept map that may be related to the context, but does not answer the question. The first step to learning about something is to ask the right questions.”

According to the G@ME experiences, Cmaps turn out to meet a variety of (male and female) learning styles and preferences, and help to visualise the diversity of perspectives on key items. Therefore they seem to support a gender sensitive training provision.\footnote{For further reading: Schmitz, S., Grunau, E. (2009). Concept Mapping from a Perspective of Gendered Diversity. http://www.informatik.uni-bremen.de/soteg/gict2009/proceedings/GICT2009_Schmitz.pdf (28.04.2008)}
MODULE 10: WIKI

What are reasons for using this method?

Wikis are fully editable websites, where any user can read or add content. Wikis are an excellent tool for collaboration in an online environment, since they allow students to participate in distributed research, an approach to learning in which knowledge is collectively constructed and shared. A defining characteristic of wiki technology is the ease with which pages can be created and updated. The collaborative encyclopaedia Wikipedia is one of the best-known wikis.

Learning objectives

- Get known to a tool that qualifies for the design of gender fair teaching and learning relations.
- Wikis allow the participants to bring in individual topics, and promote meaningful topic associations between different pages by making page link creation easy.
- Public wikis as the collaborative encyclopaedia Wikipedia are very open and therefore they provide a means to verify the validity of additions

How to work with Wiki?

Wiki will allow participants to function as a distributed research community where students are responsible for contributing something new to the study of the topic at hand.

Learners typically work on wikis as cooperative groups. Each learner within a group can be given a “role”, or specific area to research. Wikis may take the form of role-playing scenarios, where students take on the personas of professional researchers or historical figures.

The e-Learning software Moodle offers facilities to easily integrate a wiki into the learning environment

G@ME practice

Within our online course “Gender Competence & Media Competence in Teacher Education”, Wiki was the topic of the learning unit as well as its medium for the final assignment. In their course activities, students also engaged in a critical analysis.

The Wiki worked with certain constraints as participants and e-teachers had participated in an online forum but only had a vague notion of what a Wiki is, much less had experience in participating in creating a Wiki. Most content was structured like in a forum.

Some participants reported positive experiences as “I can say that it was quite useful, because

1) we could co-operate although we came from different parts of Europe,
2) it was very collaborative as a tool as we shared ideas, expressed our opinions and worked altogether as a team”.
Definition of a Wiki

A Wiki is a Web server with version control in the Internet, which enables everybody to create, edit and link web pages without additional tools or HTML skills.

Fig. 9 Definition of a Wiki

Potentials for the use of WIKI in school

<table>
<thead>
<tr>
<th></th>
<th>Create</th>
<th>Edit</th>
<th>Link</th>
<th>All</th>
<th>Version control</th>
<th>No HTML skills needed</th>
<th>No external tools needed</th>
<th>In the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>motivation, activation</td>
<td>discussion about the content</td>
<td>anchoring of knowledge</td>
<td>teamwork, social competence</td>
<td>learning process becomes comprehensible</td>
<td>low learning effort</td>
<td>low initial effort</td>
<td>can be used at home</td>
</tr>
</tbody>
</table>

Fig. 10 Potentials for the use of WIKI in school

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MODULE 11: WEBQUEST

What are reasons for using this method?

A WebQuest is an activity in which students look for information on the Web. The objective for students is to find out about a particular subject and to do some tasks using the information they have gathered. There are many compelling reasons for using WebQuests in the classroom, including:

- It is an easy way for teachers beginning to incorporate the ICT and the world wide web into the classroom
- They allow for group activities and the sharing of knowledge.
- WebQuests could also be interdisciplinary, allowing for cross-over into other subject areas (where applicable).
- They often give a more “real-world” look and feel, and therefore provide motivation drivers for learners.
- They encourage critical thinking including: comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstraction, analyzing perspectives, etc.
- Real-life material and current input can be a greater motivator than outdated course books and other such teaching materials.

**Fig. 10 Phases or parts of a webquest**

**Learning objectives**

- Get known to a tool that will help you to encourage active learning and collaboration by also integrating the diversity of individuals’ cognitive structures into teaching and learning.
- Learn about the creation of a WebQuest, where learners will not simply regurgitate information, but are guided towards a transformation of information in order to achieve a given task.
- Learn about a tool that qualifies for the design of gender fair teaching and learning relations, allows the participants to bring in individual contextual aspects and views.
How to work with a WebQuest

Like any good lesson, WebQuests have a number of distinct phases or parts which are shown below\(^{51}\): an introduction which grabs the learner's interest while previewing the lesson, a description of the task, the thing they will have accomplished or created at the end of the lesson, an explanation of the process: the step by step activities through which the task will be done. Embedded within the process are resources to be read and assimilated: a description of how the learner's performance will be evaluated and a conclusion which ties things together and suggests additional resources for further exploration.

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51 Lisa Manley. http://lisamanley.com/WebQuests1.GIF (02.06.2009)
Within our online training course “Gender Competence & Media Competence in Teacher Education”, some students engaged in a critical analysis. Thus, emphasis was placed on the effort to be made in order to make good use of this tool and introduce web quests in the classroom, as “In primary schools I see the use of web quests restricted. Partially instruction can be done quicker with print materials.”, or “For teaching-related differentiation I see web quests as a good method. Students need good instruction on what to do and good support - for some phases 2 teachers in a lesson would be needed.”

We especially identified the exchange of experiences on European level as good practice course element. Due to easy access and low threshold character, the discussion demonstrated that webquests were widely known to the course participants, they reported multifaceted, quite positive experiences and added own “favourites” to the provided collection of the following sources for further information, research and practical advice.

http://webquest.sdsu.edu/webquestwebquest.html
About WebQuests

How to make a webquest

Create a sound podcast for your webquest or webpage

http://www.youtube.com/watch?v=KWi2kHD-Kw0&feature=related
Bernie Dodge

http://www.thirteen.org/edonline/concept2class/inquiry/index.html
Inquiry-based Learning

http://www.theconsultants-e.com/webquests
WebQuest Repository

http://coollessons.wikispaces.com/message/view/WebQuests/800795
WebQuest Blogs - Pros and Cons

Web-based Inquiry Learning with WebQuests
MODULE 12: MOBILE DEVICES AS “ICT MOTIVATOR”

What are reasons for introducing this topic?

Mobile phones and other mobile communication devices have been in practical use since the middle 1990s, now as a mass communication tool of daily use. In the Becta research report we find “Mobile phones are one technology where girls are significantly ahead of boys in terms of both their use and ownership. Amongst children aged 12-15, girls show a significantly higher level of mobile phone use than boys. They also use their mobile phone for a broader range of purposes.”

Hence we can state

- Mobile phones are more popular and used more often by girls than boys;
- the use of ICT in education improves the motivation and attainment of both girls and boys.

According to Cook et al.\textsuperscript{53}) then ownership of mobile devices implies motivational and affective factors, as well as learning process.

\begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{mobile_device.png}
\caption{Mobile device – example\textsuperscript{54}}
\end{figure}

\begin{footnotesize}
\end{footnotesize}
Learning objectives

In this module you will learn:

- some facts about mobile devices
- the concept of using mobile communication for motivating both boys and girls via information technology and
- why and how mobile devices can be used at school

How to work with the topic mobile devices?

Even if ICT has become a well-known acronym, we do not think that the integration of information and communication is sufficiently utilised in education for gender imbalance deconstruction.

We recommend here simply using

- communication ways to reach the ICT world;
- informal learning via using mobile communication tools\(^{55}\).

We also recommend paying attention to such characteristics of “the mobile girl” which can be found in the Gibson’s article from 2001: “Consider the Mobile Girl, that ubiquitous feature of contemporary Tokyo street life: a schoolgirl busily, constantly messaging on her mobile phone (which she never uses for voice communication if she can avoid it). The Mobile Girl can convert pad strokes to kanji faster than should be humanly possible, and rates her standing in her cellular community according to the amount of numbers in her phone’s memory.”\(^{56}\)

G@ME practice

Within our online course we explored the topic as well as possible approaches and concepts targeting at contributing to a gender fair media education. The learners engaged in a critical discussion: What is it that the mobile girls are so busily conveying to one another?

Thus, emphasis was placed on the equivalent of a schoolgirl’s note, passed behind the teacher’s back: “Content is not the issue here, but rather the speed…”, or “I cannot imagine conducting the lessons with full support of mobile phones. As was mentioned the teacher will lose all the attention of pupils after a few minutes by using phones for totally other activities and purposes as a messaging and playing multiplayer games.” and “As I see a lot of good in using these devices I have one doubt. I’m not sure if pupils have the same idea as we do about these devices, because they use them, up to now, as a tool for amusement.”

\(^{55}\) The topic is not meant as the mLearning as it is discussed at \text{http://www.londonmobilelearning.net}.\(^{56}\) Gibson, W. (2001, 1 April). Modern boys and mobile girls. The Observer. \text{http://www.guardian.co.uk/books/2001/apr/01/sciencefictionfantasyandhorror.features (03.04.2008)}
ANNEX

TERMS USED IN THE PROJECT

Competence
The ability to do something well, measured against a standard, especially ability acquired through experience or training. Competence is the ability to perform a specific task, action or function successfully.

Doing Gender
The study of the interpersonal aspects of gender focusing on the ways in which cognitive categories based on sex act as social cues that influence people’s behaviour and elicit gender-specific patterns of interaction, thereby creating, maintaining, and reinforcing social inequalities.

e-Learning
The use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration.

Gender
A concept that refers to the social differences, as opposed to the biological ones, between women and men that have been learned are changeable over time and have wide variations both within and between cultures.

Gender Awareness
Sensitivity to perceived gender differences: sensitivity to the perceived differences between men and women or boys and girls in environments such as the workplace and the classroom.

Gender Bias
Different treatment because of gender: unfair difference in the treatment of men or women because of their sex.

Gender Competence
Gender competence is the ability of people to recognise gender perspectives in their work and policy fields and concentrate on them towards the goal of gender equality. Gender competence is a prerequisite for successful Gender Mainstreaming. At the same time, new gender competence is produced through the implementation of Gender Mainstreaming.

Like other competences, gender competence consists of the elements of intention, knowledge and ability.
1. Intention
The motivation is there to work towards the goal of gender equality and make a contribution to the implementation of Gender Mainstreaming. This requires sensitivity to gender relations and (potential) discrimination structures.

2. Knowledge
“Gender” is understood in all its complexity and fundamental findings of Women’s Studies, Men’s Studies and Gender Studies are known. Specific specialist knowledge and information on gender perspectives in the subject areas or policy field in question are in place, or data gaps are identified and plugged.

3. Ability
Gender Mainstreaming is identified as a strategy and is applied in your own work context. Gender perspectives are integrated into policy fields and related to subject areas with the aid of Gender Mainstreaming tools with the goal of implementing gender equality.

Source: http://www.genderkompetenz.info/eng/gendercompetence (04.03.2008)

Further reading:
Gender and competency-based training: Conceptual contributions, tools and applications:
Montevideo. 2006

Gender equality
The concept that all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally.

Source: http://ec.europa.eu/social/main.jsp?catId=418&langId=en

Gender Mainstreaming
The systematic integration of the respective situations, priorities and needs of women and men in all mainstream policies with a view to promoting equality between women and men

Source: http://ec.europa.eu/social/main.jsp?catId=421&langId=en (03.03.2008)

ICT
stands for information and communication technologies and is defined as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.


ICT Competence
“ICT competence” or “Digital competence” are reference terms for different types of knowledge, skills and competencies that are needed for teachers to work with ICT in educational settings. These can be the competencies that are sought to be developed by teachers by the use of ICT in education (administration, preparation and to reach
Annex

pedagogical purpose), the mastering of ICT tools and knowledge about ICT and its wider societal impact. The competencies were therefore grouped into four main categories. Each of them having a different emphasis ranging from:

1. Technical knowledge (ICT as a tool)
2. The use of ICT for several purposes, (e.g. pedagogical, organisational, administrative) and in different (learning) environments (classroom, home, school)
3. Information handling
4. Security and ethics

Within each of these sections a variety of knowledge, skills and attitudes are covered such as “to use”, “to understand”, “to manage “, “to evaluate”, which points to different competency levels and stages of effective and qualitative integration of ICT in the learning process. The application of ICT to fulfil wider goals or aspirations is seen as being “ICT literate” or “competent”. A set of various skills (e.g. technical to higher order thinking skills) are necessary to become “ICT literate” or “ICT competent”.


Further reading


Learning Unit

Learning units enable instructors to set a structured path for progressing through content within a course. This allows students to view content in an intuitive, self-paced style. All types of content, such as items, assignment, and assessments may be included in a Learning Unit.

Source: http://library.blackboard.com/ref/a157ea6f-5acf-46fb-92c4-0bf85f24f1ac/°
learning_units.htm

Lifelong Learning

An expression used to indicate that acquiring new knowledge is now considered a continuous process which does not end when one leaves school or university, but continues uninterrupted throughout one’s professional life and even after retirement, spreading to embrace all stages of life and all social groups thanks, to a great extent, to the possibilities offered by e-Learning.


Media education

Media teachers today use the terms "media education," "media study," and "media literacy" almost interchangeably. According to the UNESCO’s definition, media education “enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills in using these media to communicate with others”

Drawing on the Mexican writer Carlos Fuentes, José Manuel Pérez Tornero regards “the media - like books - [...] as extensions of our understanding [of ourselves]”. According to Tornero, the media “play a key role in people's knowledge of the world and in fact provide a sphere that shapes how relationships among citizens are forged.” He therefore considers media education as an essential part of teaching and learning democratic citizenship.


Media Literacy - EU

Media Literacy may be defined as the ability to access, analyse and evaluate the power of images, sounds and messages which we are now being confronted with on a daily basis and are an important part of our contemporary culture, as well as to communicate competently in media available on a personal basis. Media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and other new digital communication technologies.

The aim of Media Literacy is to increase awareness of the many forms of media messages encountered in their everyday lives. It should help citizens to recognise how the media filter their perceptions and beliefs, shape popular culture and influence personal choices. It should empower them with the critical thinking and creative problem-solving skills to make them judicious consumers and producers of information.

Media Education is part of the basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and it is instrumental in building and sustaining democracy.

Today Media Literacy is indeed one of the key pre-requisites for active and full citizenship and is one of the contexts in which intercultural dialogue needs to be promoted. Also, media education is a fundamental tool to raise awareness on IPR issues among media users and consumers.

Source: http://ec.europa.eu/avpolicy/media_literacy/index_en.htm (09.01.2009)

Media Literacy (short) - EU

"Media literacy is generally defined as the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts."

Source: http://ec.europa.eu/avpolicy/media_literacy/index_en.htm (09.01.2009)

Media Literacy – European Centre for Media Literacy

Being literate basically means to be able to read and write although many concepts exist. According to Varis literacy is a relative term rather than an absolute one. Instead of defining a single level of when a person is literate, there are multiple degrees of literacy.

Media literacy expands this basic concept of being able to understand and produce printed text to all forms of communication.

This concept includes:

- the ability to understand and interpret visual images, static and moving, how the meanings of images are organised and constructed to make meaning, and to understand their impact on viewers;
- the ability to understand how mass media, such as TV, film, radio and magazines, work, produce meanings, and are organised and used wisely and
• the ability to understand how all speakers, writers, and producers of different kinds of messages are situated in particular contexts with significant personal, social and cultural aspects and values.

Media literacy consists of three dimensions

• Technical competencies: This means that one has to have access to different sorts of media and the ability to use media as a prerequisite for the other two dimensions.

• Critical reception practices: This dimension consists of critical thinking skills. Students will develop an understanding of how media work. Rather than being passive consumers of media – TV shows, news information, the Internet etc. – students learn that realities are constructed – to reflect ideas or values, to sell a product or to produce excitement. Students also learn how to spot a stereotype and to distinguish facts from opinions.

• Content production: A third aspect of media literacy is the ability to produce and distribute content of media. Students cannot only use media but actively create media messages.

Source: http://ecml.pc.unicatt.it/english/documents/guidelinesMediaLiteracy.htm#media1 (09.01.2009)

Media Literacy Dimensions - Tulodziecki

• Selection and use of media
• Comprehension and assessment of media productions
• Production and distribution of media
• Identification and processing of media influence
• Identifying and evaluating the conditions of media production

The classification chosen here corresponds to the dimensions of media education introduced by Gerhard Tulodziecki. These have been adopted as the fundaments of media education concepts by most federal states (DE)

It is easily possible to assign the four dimensions suggested by Dieter Baacke (media criticism, media understanding, media use, media production) to the five dimensions by Tulodziecki, Baacke’s system is particularly popular in extracurricular media education.

Source: http://www.bildungsserver.de/zeigen_e.html?seite=2924 (09.01.2009)
Project publications 2006 - 2009
http://www.project-game.eu/dissemination.php

Manual, Promotion of Gender-Sensitive Media Education
Autumn 2009

Project Slideshow (PPT)
Summer 2009

Literature and weblinks
Spring 2009

Poster DIN A 3 with G@ME activities
Autumn 2008

Summaries of surveys and reports
Project Phase I Needs Assessment - Getting a common knowledge base
Spring 2008

Results of a survey at two teacher training colleges in Hesse
August 2007

Media education and pedagogical thinking in pupil's mindset - Research report
Finland
August 2007

Country reports - Information from schools and teacher education
June 2007

Presentations from the Czech Republic, Poland and Switzerland
Spring 2007

Project presentation PPT
Spring 2007

Project flyer
Autumn 2006
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Gender fair teaching and learning relations in media education

The COMENIUS 2.1 Project „Gender Awareness in Media Education (G@ME)“ is a European cooperation project of teacher education with the participation of nine institutions from seven countries. The project aims at enhancing the diagnostic and self-reflective competencies of future and practising teachers and teacher educators in media education. It contributes to sensitising for the perception of gender disparities in media education in school and teacher education.

Our Topics in 2007

- Country report - ICT use in schools and in teacher education
  The present country reports give an insight into the different education systems of the G@ME partner countries, the ICT equipment of the schools, the gender ratio of learners and teachers. It illustrates many examples of ICT use in classes of the European Union at the beginning of the third millennium. What European boys and girls have in common with respect to using modern technologies also becomes clear.

- Media education in teacher education - survey at two teacher training colleges in Hesse
  How is media education in teacher education at the universities developed, where there are gaps, where is it necessary to catch up, and how do future teachers in the practical phase of their education assess the topic “New Media and Gender”?

- Field study “Media education and pedagogical thinking in pupil’s mindset”
  By employing digital mind mapping the Finnish partner investigates gender-specific motivational factors during new media integrated lessons.

- Surveys amongst pupils and teachers, checklists for evaluation of textbooks, lesson observations
  The results of the Polish and Czech partners are a further component.

Our Topics in 2008

- Trial of diagnostic tools improving reflection of gender specific access and use of ICT
  Taking into account the preceding results the project team develops diagnostic instruments for the reflection of gender sensitive learning in school and teacher education. They are targeting at students, teachers and teacher educators. The project partners conduct pilot tests, and improvements are based on feedback. The questionnaires are available at http://www.project-game.eu/surveys

- Development of a Training course
  The Comenius training course ‘Gender Competence & Media Competence in European Teacher education’ is jointly developed and prepared. Its focus is how to integrate gendersensitive concepts into Media Education.

Our Topics in 2009

- Online course ‘Gender Competence & Media Competence in European Teacher Education’
  In January 2009, the European online course starts and runs for two months. It is targeting at teachers and teacher educators. The participants mainly learn in a self-directed way via the platform „Moodle” of the Prague University. The course offers flexible learning time and pace. Information: http://www.project-game.eu/course.html

- Adaption of an ICT-competence profile for teachers and teacher educators
  The diversity of prior specialized knowledge on ICT often poses a great challenge for further education of teachers. The self-evaluation tool developed by a University of Teacher Education in Switzerland enables teachers and teacher educators to actively gain an overview on their own skills and competences. The tool is tested and further improved by project partners. It is available for trainers in order to initially evaluate the course participant’s status of ICT knowledge.

- Manual ‘Promotion of Gendersensitive Media Education in Schools and Teacher Education’
  The manual is targeting at learning teachers and teacher educators. It offers contents of the online training course ‘offline’. It further contains instruments for selfreflection of gender awareness and gender disparities in communication.

- Download of the G@ME results
  http://www.project-game.eu/dissemination.php

The partnership would like to contribute in encouraging a broader discussion and European exchange. Thanks to all who support us in improving learning and teaching in media education!

Your project team G@ME
http://www.project-game.eu/partners.php

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Gender Awareness in Media Education

Manual
Promotion of Gender-Sensitive Media Education
Didactic Material for Use in European Teacher Education

http://www.project-game.eu