Matrix for Designing the History Course

1	**General Infomation:**	**Topic:** **Gender identities and their impact on history courses in Secondary Schools**	**Course/Module Nr.** **2**

Planned for stage 1 in the TE program	Temporal framework				Participants	
Students in the 3rd/4th semester	45/50 min	90/100min	Block (from –to)	other 3 h (180 min)	male: 14	female: 18

Emphasis on Substantive Concept(s)	Use this field to indicate the subdstantive concept(s) which should be elaborated/strengthened during this course: **For example:** • concept of power, domain, democracy, dictatorship, revolution, fascism … • feudal-system, industrialisation, distribution of ressources … • social stratification, diversity, gender, conflict … • culture, renaissance, age of enlightment, modernity …
	Selected concept (incl. reasons for decision of this concept): **GENDER**: Concepts of gender roles, gender identity, and gender expression refer to societies, on the one hand, and to individual concepts, self-reflection and identity-building on the other hand. When teaching young people who are in the midst of creating awareness about gender and identity, knowing about these question in historical and societal dimensions is an essential requisite.

Emphasis on Historical Thinking Concept(s)	Use this field to indicate Concept(s) of Historical Thinking [the second-order concept(s)] which should be elaborated/strengthend during this course: **For example:** • Concepts of historical sense-making: traditional, exemplary, critical, genetic (Rüsen); identity, historical consciousness • Historical thinking concepts: evidence, significance, perspective, cause and effect, continuity and change, ethical aspect (Seixas) • Competences of historical learning: narrative c., interpretative c., methodological c., (Pandel, Gautschi, Boxtel …) • other

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	Selected concept (incl. reasons for decision of this concept):
	CONTINUITY AND CHANGE: Gender roles seem to be clear and timeless – at least if we consider clichees which are trensferred regularly and continuously. This is why it is important to combine the first order concept "gender" with the second order concept "continuity and change" aiming at two main objectives: 1. To work out continuities concerning the definition and the roles of gender characters and to ask if these continuities can be argued in a logical way and if there were needs to break through these concepts and to emancipate from traditional norms and patterns. 2. To create awareness of changes in the concept of gender during history, but especially in the present, where new forms of gender are discussed lively among young people (QUEER, LGBT, …).
	IDENTITY: Gender identity is one of the key issues for adolescents and young adults. Dealing with gender in history classes (of secondary and higher education) supports the identy construction process. Following Rüsen* this process (by asking "Who am I" and "Who are we?") is crucial for historical orientiation and sense-making.
	• Rüsen, Jörn (2013). Historik. Theorie der Geschichtswissenschaft. Köln/Weimar/Wien: Böhlau, p.42.

Information about the target group and the teacher's beliefs

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Learning environment and target group	Please describe **empirically comprehensible aspects** about the target group (as far as available) which will help you to plan the concrete university course by referring to the first and second order concepts identified and described above.

	Composition of the target group: - Gender relation - Social background - Cultural background - Other relevant aspects of diversity	Most of the students I work with in this course are from the rural area of Styria, some of them are from Graz, the capital of the federal state of Styria. 3 students are from Carinthia, one from South Tyrol, 2 from Upper Austria and one female student is German by the origin but married in Graz. Six of them have children, which could be relevant when discussing gender issues. Most of the students are young students of about 19/20 years, seven of them are between 25 and thirty and two are between thirty-five and forty years old. The gender relation of the group of teacher education students is well balanced – with some more female students than male students. (f-18/m-14). One student is homosexual, one student does not feel assigned to his biological sex. → The data have been generated by an anonymous survey during an introductory sequence (using the online-tool "Mentimeter") at the beginning of this university course.
	Expected subject knowledge following the status in the curriculum:	Only two of the students followed a university lecture dealing with gender questions and societal diversity. One student has dedicated her pre-scientific thesis, which is part of the A-Level exam in Austria, to gender roles among Austrian pupils. All students of this group have passed the introduction courses of history didactics over the last two semesters. To that extent, they are supposed to have a basic knowledge of the theory of history, process-oriented learning systems, communication strategies, first and second-order concepts, competences of historical learning, historical sense-making. They know about the core concepts of history and they have an idea about the main thesis of some well-known authors dealing with history didactics (such as Bergmann, Boxtel, Ecker, Gautschi, Lee, Pandel, Rüsen, Seixas). All students have got an introduction into the "Matrix for Designing History Courses", but only six of them have worked actively with this planning tool. Most of the students (about 85%) have already completed subject specific courses where they dealt with the contextualization of historical sources (images, texts, and/or films).

	Methodological knowledge:	The group has experience in working with the moodle platform and in blended learning systems. Furthermore, the students are used to group work and to bringing in critical statements in discussions. They regularly give presentations and are trained in giving and receiving feedback.

	Please describe relevant **aspects of your beliefs about the target group**, your expectations and criteria for successful work during this course	
Teacher's beliefs, expectations, criteria for successful work	Expected quality of the learning process when looking at the composition of the target group: (gender relation, social, cultural background, diversity)	As the composition of the group is diverse concerning age, gender, and social/cultural background, I expect lively discussions and open-minded approaches to the topic. The concepts "gender" and "identity" have a very strong link to the living environment and the individual historical consciousness of the students. This is why I expect high interest in active participation during the course which will have a positive effect on the learning process.
	Expected subject specific knowledge following your experiences with TE courses of this type:	The students are supposed to have basic theoretical knowledge about history didactics as described above, as well as basic knowledge about the contextualization of sources. However, they might have difficulties in (a) applying these skills (linking the theory to practical exercises, examining specific issues in a more elaborated way) and (b) in transferring knowledge gained to a meta-level which could bring them into reflection of their own identity and which could help them to proceed in their professionalization of teaching history at school. As concerns the first order concept "of gender," I can rarely presume scientific approaches to the topic or knowledge about gender studies and theories. The course could therefore risk getting stuck in stereotypes. This is why It will be necessary to present some theoretical texts in order to avoid superficial approaches.
	Expected methodological knowledge following your experiences with TE courses of this type	As this student-group has experience with communicative learning methods (group works, discussions, presentations, feed-back), I feel confident in working with this group following the communicative approach. However, I will furthermore give them very clear instructions concerning self-reflection and knowledge transfer.
	Please describe 3 (min) to 5 (max) criteria for the success when working on this topic with this group:	- open minded students who aren't afraid of discussing topics which might still be taboo in some parts of the present society - active participation during group works, reflection and discussions - basic knowledge of history didactics and of contextualizing historical sources

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	2	Matrix for designing the course in detailed sequences				

① Organizational Structure Time, Function in learning process, settings	② Aims Rationales Concept of Historical Thinking	③ Topics Sub-Themes Substantive Concept	④ Structure of Communication / Learning Organisation: Methods, Media	⑤ Analysis, Interpretation, Transfer Competence-building, Orientation	⑥ Back-Coupling Forms of Feedback Reference to Learning Group	⑦ Reflection In Group and Self-Reflection
Introduction to the topic (40 Min)	Students should be aware that gender implies psychological, behavioural, social, and cultural aspects of being male, female or third gender.	"Gender" as a first order concept linked to continuity and change, to identity and to cultural/societal aspects.	1. Self-reflection based on concrete questions (5 min) 2. Groups of three students discussing main issues of the topic (10 min) 3. Plenary discussion based on the results of the group discussions (15-20 min) 4. Summary (5-10 min)	Short Summary of the contributions to the plenary discussion by transferring results at a meta-level (linking first and second order concepts) and by recording the main questions articulated by the learning group. Concept of gender differs relating to: - time and space - individual identity - culture and society	- Students get direct feedback from other students during discussions. - The teacher/lecturer gets feedback from the group and derives the needs and central questions of the group and - she/he gives feedback to the group by reacting to and commenting on the contributions of the plenary discussion.	- During the introduction phase, each participant of the learning group (students and teacher/lecturer) comes into self-reflection. - Self-reflection continues by integrating individual aspects of the group- and plenary discussion into the personal reflections of the students. - The teacher/lecturer reflects on the needs of the group related to the contributions (questions/comments/discussions) during the plenary discussion.
Deepening into the topic / knowledge building (40 Min)	Students should be able to compare the previously developed thesis (see summary of the plenary discussion) with theoretical texts. In consequence, they will derive knowledge concerning the concept of "gender" and they will be able to link it to the second order concept "continuity and change".	text extracts from the following books: - "Die Geschlechtercharaktere" aus dem Brockhaus-Konversationslexikon (1815) - „Die Polarisierung der ‚Geschlechtscharaktere'" von Karin Hausen (1976) - "Gender Trouble: Feminism and the Subversion of Identity " von Judith Butler (1990)	Students read the texts and discuss them with two other students (groups of three). Together, they extract significant aspects about the concept of "gender". Then they prepare statements about gender related to "continuity and change": What problems/approaches/aspects rarely changed from the early 19th to the late 20th century and	Each student group shares its results with another student group (new groups of six). Together, they discuss - how the concept "gender" has changed over time, - what continuities can be detected, - what continuities or changes would they like to be questioned/criticized and - in what ways do the reflections touch on their	- Students get direct feedback from other students during discussions. - The teacher/lecturer asks for feedback by establishing contact with the individual working groups. The following questions could be used: ° Is there anything in the texts that concerns you? ° What do you think about the critical theories of Judith Butler? ° Do you think that "gender is a concept which changed	- During group works students have time to reflect on their personnel concept of gender and to find ways to widen and / or to change this individual construction of "gender" by integrating new aspects which they have generated from the texts and the discussions with their colleagues. - In the same way ,the individual construction of the concept of "gender" of the

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			to the present? What significant changes can be detected?	own and/or their professional conception as teachers. (Where do they see continuities or where do they wish to break and change the gender images they have experienced from their own teachers?)	a lot over time or not? Why / Why not? ° What is your personal experience related to the aspects of "gender" (as described in the texts)? ° On what points can you relate your own situation to the different aspects of the concept "gender"? ° Are there any arguments/expressions in the texts which you find disconcerting or incomprehensible? ° etc.	teacher / lecturer can be inspired by the comments and questions of students. - The teacher/lecturer reflects on the individual discussions she/he had with the students during the group phase and integrates the reflection results into the next steps of the learning process.
Transfer of knowledge to meta-level (30 min)	Students have the ability to derive analytic questions from the knowledge gained (see previous sequences) for deconstructing the concept of "gender" in media.	Developing questions for analysing films with regard to the concept of "gender" with special focus on identifying the characters of gender.	Collaborative work: students negotiate in the plenary about adequate questions to analyse films with regard to the concept of "gender". One student is at the computer and writes down the questions. (Alternative: All students have access to one document – p.ex. google.docs – and can participate in the process of developing/writing the 'analysis guide') The role of the teacher/lecturer in this communication process is "observer" and – when necessary – "moderator".	Transfer will be given in daily life situations, especially in critical handling of media, when students identify conservative / one-sided / inadequate approaches to "gender" or gender-clichés which are no more adequate for the present and the future. - films (→ see example in the following sequence) - books - textbooks at school - social media (mimes) - papers and documents distributed to pupils at school	- Students give feedback to other students while discussing the questions for the 'analysis guide'. They justify their feedback and the other can react to the propositions given by the colleagues. - The teacher/lecturer observes the situation (discussion) and gets feedback in this way about the current status of the learning process. - The teacher/lecturer gives feedback to the group by eventually commenting the arguments of the discussion.	- The teacher / lecturer invites – in her/his role of moderator – the students to reflect individually about situations or concrete examples of media, where they identified inadequate or best practice approaches to dealing with gender-issues and further, in what way these situations had an influence on their process of identity-building. - The teacher / lecturer reflects – based on her/his observations during the phase of 'collaborative work' – on the current status of the learning process and the needs of the students to proceed in their learning process.
Film analysis (40 min)	- Students have the ability to identify the approach to the concept of "gender" in the media. - Students should be able to link different approaches of the first order concepts "gender" to the second order concepts "continuity and change" and "identity".	Analysis of film-extracts: - Wonder Woman (2017) - Thor (2011) - Zwei Freundinnen (original: "Les Biches") (1968) - Schneewittchen (1961)	Each quarter of the group watches one of the four film extracts. 1. Individual work: analysis of the film-extract considering the developed questions (see previous sequence). 2. Groups of four students: (Each of the participants of the group dealt with	Plenary session: The groups read their comments. Afterwards the whole student group compares the results and discusses the role of films for identity building of young people.	- Students get direct feedback from other students during the group work and the plenary discussions. - The teacher/lecturer comments on the results of the working groups and gives feedback to the students. She/he points out significant aspects of history didactics.	- Students become aware of the importance of media for identity building of young people. They reflect on consequences of gender concepts represented in films or other media. - The teacher/lecturer reflects on the output of the students and comes to an

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			another film excerpt): They compare their results and formulate a comment related to the second order concepts "gender and continuity and change" / "gender and identity".			assessment of the learning process of the group.
Final Reflection (30 min)	Students should gain inspiration for their personal process of professionalizing and subsequently be able to implement the outcome of this teacher training course to their work at school.	Developing concrete ideas for transferring the gained skills gained and competences for daily life situation at school.	Students reflect in groups about concrete ideas how to implement the gained skills and competences in history courses and in daily life at school. - What should they consider when teaching young people who are in the middle of creating awareness about gender and identity? - How can history courses support pupils in their development of gender identity?	Students reflect individually on the skills and competences which they gained during this unit of the teacher training course. They consider how to implement these skills and competences into their personal life and into their professional activities as a (future) history teacher.	Round of feedback: - Each student formulates two sentences answering the following questions: ° What (concrete example) of the today learnt abilities and knowledge do you want to apply at school when teaching history? ° What did you learn for your personal life and/or for your personality as a (future) teacher? - The teacher/lecturer formulates feedback sentences as well by indicating what she/he has learnt form the group of students and about the group of students.	- The teacher/ lecturer reflects on the course unit completed and the student group she/he is working with during this semester. In this way, she/he gains an idea about how to proceed in the next unit(s) and how to support the students on their way of professionalization pursuits. - The students reflect on their participation during this course unit and gain a better image about themselves. What questions/statements/ part of the unit concerned me and why could this be important for me? - Both students and teacher/lecturer – think about open questions, new issues and further remarks which they want to discuss/present during the next unit of this teacher training course.

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