

The Exploration of Integrated the Gender Equity Issue into Instructional Design for Young Children: With the Pre-Service Early Childhood Teachers as an Example

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Abstract

This study focused on pre-service early childhood teachers integrated gender equity issue into instructional designs and practices for young children, based of the information about teacher-student interactions and qualification data of research in academy to clarify, analyze, discovery, and consider students consciousness about the issue of gender equity. According to the representation of research results, the instructional activities designed by students responded the meanings of gender equity and the integrated into instructional practices on the dimensions of theory, development, and practical reflection, but there were more distances between their instructional practices and ideal gender equity framework. Their practices lacked the self-consciousness and empowerment for young children to understand and construct their gender equity consciousness, and dominated by traditional gender culture. It also was short of high level thinking and examining gender praxis for young children. The research focused on the reflections and constructions about the practices in classrooms, to consider the empowerment and enlightenment of gender equity for young children to enrich the development discourse about this issue.

Keywords: Pre-service early childhood teachers, Gender equity, Young children, Instructional design

性別平等議題融入幼兒教學活動設計之探究：以
幼兒職前教師為例

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摘 要

本研究聚焦於幼兒職前教師將性別平等議題融入幼兒教學活動的設計與實踐，以研究者於學院授課的師生互動與課堂質性資料來進行研究，藉以澄清、分析、發現與思考學生對於性別平等議題之意識覺醒，進而認知與嘗試此教學活動設計融入作為。就研究結果呈現而言，學生設計的教學活動，在性別平等意涵之立論、教學活動發展方向，以及試教省思等內涵，雖能契合性別平等意識與性別平等融入教學之立論依據；但對於性別平等議題融入幼兒學習活動之建構與實踐，仍與性別平等理想有一段不小的距離，且缺乏覺醒與彰顯幼兒對於性別平等意識之認知繪圖；且受限於傳統性別文化的影響與制約，鮮少針對幼兒施以高層次的性別批判與省思之實踐。因此，研究者針對質性資料進行課堂實踐之分析與省思，藉以思考如何彰顯與啟發幼兒性別平等教育實踐作為，進而充實符合性別公平原則的學習發展論述。

關鍵詞：幼兒職前教師、性別平等、幼兒、教學活動設計