GENDER PERSPECTIVE IN TEACHING AND LEARNING PROCESSES USING A WEBQUEST: THE CASE OF AN EDUCATION FACULTY.

The authors of this paper, due to their research profile in gender issues and their work in a Faculty of Education of a public Spanish university, presented in 2006, a proposal to introduce the gender perspective in the formation process of the students and teachers in their Faculty. The proposal was presented to a Spanish institute in charge of the promotion of equality gender in the region. They accepted it and now it is a project divided in three stages.

The first phase of the project works only with the Teaching Degree inside the Education Faculty. The aims of this stage were: the transcription of the transversal competences of the degree in a non sexist language, the identification of competences with gender perspective in the transversal competences, the definition of one competence of gender and, finally, to establish a proposal to incorporate basic gender contents into the teachers curriculum.

The second phase includes the creation of a pilot group of faculty teachers with expertise in gender perspective. The aim is to introduce this perspective in their teaching processes, having into account the particular professional specialities. They are teachers of citizens which every day face more and more complex situations and social problems and need a solid formation in values. Educational institutions have the responsibility of transmitting a stable structure of those values, however, now and in the future, the information travels with an accelerated pace and it is obtained without any filter or verifying process, consequently students need a guide to choose what is good or not, in our case, respect of the gender perspective.

In this second stage of the project, it is consider the use of a WebQuest as a didactical strategy, in which our pilot group of teachers generates by itself the knowledge on gender issues. Afterwards, they will learn it and teach it to their students. This technological tool allows the work with web based contents where not always there is a good standard for teaching and learning process and where a high level of noise is found. This reason implies the gender contents found in the websites should be validated before they are introduced in the gender perspective of the students. Working in a WebQuest encourages the collaboration and discussion and it is a tool with easy integrations in the hidden curriculum of teachers. The work methodology starts with themes and websites suggested by the researchers where teachers can find suitable information. When teachers have reached a high level of autonomy on gender perspective they can suggest themes of interest and to choose among them the most suitable ones for their personal learning and later on also for their students learning.

Finally, the third stage of our project, consist on including the rest of the Education Faculty degrees and to extend the use of the WebQuest to all teachers.

At the time of presenting this paper, we have finished the first stage of the project, and we are working in the second one.