

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

Contact

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Use of languages

Principal working language: catalan (cat)

Teachers

Marina Tomás Folch

Marta Bertrán Tarrés

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Prerequisites

There are not

Objectives and Contextualisation

This module introduces a view into the problems, epistemologies and methodologies of research in education from gender studies, postcolonial studies and critical theory. Currently, the research about the construction of identity is being developed in different disciplines that can interact: education, psychology, anthropology, sociology and art, among others. Thus, we will approach to the emerging research topics on the construction of identities from a reading of gender, social class, ethnicity and age positions in the context of spaces and transitional processes in the educational practices.

The module will address the relationship between the epistemological and methodological frameworks to account for decisions in research and seeking the intersectionality of the categories of gender, social class, age and cultural diversity in the analysis. Finally, it focuses on the research of the construction of nomadic-and-in-transit identities in the context of minority communities and social groups (children, youth, women, immigrants, etc.). Moreover, it will analyse the sex-gender system in the dynamics of inclusion and exclusion, in dialogue with the construction of otherness, difference and power relations in educational contexts.

Content

1. Feminist, postcolonial and critical cartographies for research in education (theoretical and methodological framework)

1.1. Key concepts: gender, identities, transitions, subalternity, diaspora ...

1.2. Gender studies, postcolonial studies and critical theory in educational research

1.3. Interactions between theoretical and methodological approaches oriented to the study of gender, identities and difference

2. Gender, identity and difference in the educational and cultural

- 2.1. Construction of identities and gender in childhood
 - 2.2.1. Children, gender and peer relationships
 - 2.2.2. Girls's agencies and cultural texts: subjectivity, difference and childhood
 - 2.2.3. Feminization, care and education
- 2.2. Processes of inclusion and exclusion in young people and adults
 - 2.2.2. Adolescence and intersectionalities of gender, social class, race, ethnicity and sexual orientation
 - 2.2.1. Youth, minorities and identities
 - 2.2.3. New masculinities and identities

3. Policies, institutions and gender culture

- 3.1. Coeducation: guidelines, schools, perspectives
- 3.2. The organizational culture of institutions versus gender equity
- 3.3. Leadership and power
- 3.4. Participation and visibility