Gender Mapping: Transitions and Identities in Research

Code: 43218
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

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Teachers

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Use of Languages

Principal working language: catalan (cat)

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.

Competences

- Analyse data according to its nature and present results in accorance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.

- Recognise and relate the theoretical, empirical and social aspecys of the specific field of research.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Analyse theoretical frameworks of reference to establish the ones that orientate research in the area of socio-educational inclusion and lifelong orientation.
2. Analyse the theoretical frameworks to establish those that guide research on gender, transitions and identities.
3. Design strategies for collecting information in the framework of research on gender and identity.
4. Develop professional values including ethics in educational research, in particular with respect to diversity of opinion and ways of being and doing.
5. Identify problems in research practice related to gender , transitions and identities.
6. Identify theoretical reference related to gender, transitions and identities and evaluate the methodological approaches that offer solutions to them.
7. Identify theoretical reference related to gender, transitions and identities and evaluate their appropriateness for interpreting problems specific to the area of education.
8. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
9. Judge the theoretical and social importance and pertinence of research related to gender, transitions and identities.
10. Relate results in accordance with their origin (sources and instruments).
11. Understand research into mechanisms of exclusion and inclusion in the formation of identities and in minority social groups.
12. Understand the contribution of educational research in the fields of gender studies, postcolonial studies and critical theory.
13. Understand the main aspects of contexts in which the relationships between gender, transition and identities and analyse them as objects of research.
14. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

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

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

Methodology

The training activity will be developed from the following dynamics:
- Explanations and reflection on the different theoretical and methodological approaches of research in education, from a gender reading
- Presentation, reading and analysis of different articles and research projects
- Debate and analysis to rethink the interconnection between the knowledge, problems, perspectives, categories and methodologies associated with the module

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face sessions	36	1.44	2, 4, 3, 5, 6, 7
Type: Supervised			
Tutoring	36	1.44	1, 13, 12, 10
Type: Autonomous			
Report / individual work	78	3.12	11, 8, 9, 10, 14

Assessment

The evaluation of the subject will be done through the activities indicated.
The final grade will be the weighted average of the planned activities. In order to apply this criterion it will be necessary to obtain at least a 4 in all the activities, both during the development of the module and in the memory / final work of the module.
Class attendance is mandatory. In order to obtain a positive final evaluation the student must have attended a minimum of 80% of the classes.
The procedure for reviewing the grades will be done individually.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities related to individual work	30%	0	0	2, 11, 4, 3, 6, 7, 9
Attendance and participation	20%	0	0	2, 13, 3, 10
Report / individual work	50%	0	0	2, 1, 12, 5, 8, 10, 14

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ELECTRONICS RESOURCES

RIDEG. *Revista interdisciplinar de Estudios de Género.*
http://observatori-diagnostics.uab.es/RevistaElectronica/mig.asp

Revista *Gender & education* [http://www.tandfonline.com/loi/cgee20, accés electrònic a través de la biblioteca de la UAB]