

**Gender Mapping: Transitions and Identities in Research**

Code: 43218  
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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### Use of Languages

Principal working language: catalan (cat)

### Teachers

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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.

### Competences

- Analyse data according to its nature and present results in accordance 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 aspects 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. Introducing Gender Studies

- 1.1. Key concepts: sex-gender system, gender equality, difference...
- 1.2. Gender Studies (GS). Traits and precedents. Why are GS necessary?
- 1.3. Gender intersectionality: gender, social class, race, age, ethnicity, sexual orientation and diversity

### 2. Social cartographies of gender and education for equality

- 2.1. Gender in education. Is this an inclusive issue?
- 2.2. Gender equality in education. How can we understand it?
- 2.3. Coeducation. Principles for gender equality in education
- 2.4. Gender and educational research. Gender studies in education

### 3. Feminist, postcolonial and critical cartographies for research in education

- 3.1. Key concepts: Non-binary gender, identities, transitions, subalternity, diaspora...
- 3.2. Gender studies, postcolonial studies and critical theory in educational research

3.4. Research, pedagogies and feminisms: contributions from trans-feminism, queer theory and decolonial feminism

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

4. Gender, identity and difference in the educational and cultural practices

4.1. Bodies, identities and processes of *agencement*

4.2. Childhood and adolescence from a non-adultocentric vision

4.3. Feminization, care and education

4.4. New masculinities and gender identities

5. Policies, institutions and gender culture

5.1. Gender and organizational culture

5.2. Organizational culture and perception of gender equality and equity

5.3. Gender and organizational leadership

5.4. Strategies and best practices to incorporate gender perspective in organizations.

## 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.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

## 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, 9, 8, 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, 8, 14
Attendance and participation	20%	0	0	2, 13, 3, 10
Report / individual work	50%	0	0	2, 1, 12, 5, 10

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## RECURSOS ELECTRÒNICS

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