

## Feminist Narratives in the Field of Education

Code: 106976  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2503878 Sociocultural Gender Studies	OB	2

### Contact

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### Teachers

Mònica Piferrer Gómez

### Teaching groups languages

You can view this information at the [end](#) of this document.

### Prerequisites

There are not.

### Objectives and Contextualisation

This subject addresses the interaction between feminism and education from a narrative perspective, simultaneously making visible the history of vulnerable communities and the "others" of education, feminist strategies in research and pedagogical proposals that are linked to it. The focus of this subject is the understanding of the pedagogical discourses located in the margins of education, and simultaneously, the writing of feminist stories from the margins. The stories that will be built from the present of education are based on the contributions of feminisms for a research based on the narration of experiences, subjectivities, bodies and affects. This re-construction of subjugated knowledge and the invisible lives of groups and vulnerable subjectivities involves learning new ways of narrating and documenting education where artistic and literary devices will be used.

- Study of theoretical and methodological approaches: discourse studies, narrative research, memory writing and storytelling.
- Analysis of the relationships between pedagogies and feminisms from a situated and embodied narrative inquiry perspective.
- Reconceptualizing education based on emerging narratives in gender studies and feminisms: from research to narrative learning.
- Participation in collective processes of production of feminist narratives in the field of education, with the aim of transforming and empowering the subjects

## Learning Outcomes

1. CM06 (Competence) Analyse the theoretical framework in question and the presence or absence of the gender perspective in existing research, projects or experiences of psychosocial, educational and community intervention.
2. CM07 (Competence) Design educational activities that take socio-cultural and gender diversity into consideration.
3. CM08 (Competence) Help design educational activities that are free from any kind of sexist, homophobic, bi-phobic or transphobic stereotypes.
4. CM09 (Competence) Promote co-education as an inclusive process that will help eradicate discriminatory behaviour towards the LGTBQ+ community and discrimination based on sexual or affective orientation.
5. CM10 (Competence) Put teamwork skills into practice: a commitment to the team, regular collaboration, encourage problem solving, apply the ethics of care and provision.
6. KM14 (Knowledge) Help construct feminist narratives in the field of education using feminist theories and methodologies.
7. SM11 (Skill) Use different media to generate feminist narratives within and for the field of education.

## Content

Thematic blogs:

- Discourse, narrative and rhetoric in the feminist history of education
- Narrative turn in feminist education and pedagogy
- Methods, sources and techniques of feminist narrative research
- Subjectivity, heterogeneity and the writing processes in feminist education
- Production of memory: trajectories, testimonies and counter-narratives
- The construction of the polyphonic, multivocal and multimodal story
- Expanded pedagogy, imaginaries and narrative learning

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Readings on discourse, narrative and stories	35	1.4	CM09, KM14
Type: Supervised			
Stories and dialogues as a form of course memory	25	1	CM06, SM11
Type: Autonomous			
Collective narratives in education	30	1.2	CM07, CM08, CM10, KM14

Teaching methodologies in the subject of education share a view that emphasizes the pedagogical relations and the co-construction of knowledge. The story and the narrative inquiry will convey the teaching practice, incorporating the knowledge of everyday life and otherness in the processes of learning and textual production that will have both an individual and collective format.

This subject will be developed in a Project-Based Learning (PBL) methodology. After an initial individual work and expository classes by the teaching staff, the students will have to choose a project to develop. The teachers will provide the materials that will be the starting point of the projects. These projects will be developed in phases and include the following tasks: - Readings and reflections based on the project texts - Search for information and construction of a historical research problem - Development of narrative research based on cases: you can choose between a collective narrative based on writing or an artistic installation - Oral presentations of the works by the students. There will also be tutorials and monitoring of activities in relation to the realization of the final project on the methodological proposals.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1. Work based on the readings on discourse, narrative and story for education (individual)	25%	15	0.6	CM06, CM08, CM09
2. Correspondences and diaries: epistolary genre, women travelers and narrators (dialogue - individual)	30%	20	0.8	CM07, SM11
3. Collective project (interviews and multiple formats) of writing or artistic installation	45	25	1	CM08, CM10, KM14, SM11

Continuous assessment: At the end of each thematic block, students must hand in the two papers and the collective project. The dates are specified in the course schedule.

Unique assessment: Students can take the unique assessment which consists of a knowledge test during the faculty's assessment period.

Re-evaluation: The collective project cannot be re-assessed.

Re-evaluation: The re-evaluation date will be set one week after the last delivery (in the case of continuous assessment) and the test (in the case of unique assessment).

Non-evaluable: When there is no evidence in two of the three activities (in the case of continuous assessment) and the test (unique assessment) it will be considered non-evaluable.

## Bibliography

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## Software

Editing of texts and audiovisuals.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed