

Degree	Type	Year
4313815 Research in Education	OT	0

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Teachers

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Teaching groups languages

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

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.

Learning Outcomes

1. CA69 (Competence) Prepare inquiry-based proposals and projects that are sensitive to gender and diversity in order to improve the situation of at-risk groups.
2. CA70 (Competence) Conduct research in education and/or didactics in order to reverse sex/gender based inequalities.
3. KA69 (Knowledge) Reconceptualise gender in the paradigms and approaches of educational research in order to reflect on its role in the production of knowledge.
4. KA70 (Knowledge) Identify questions and solutions with regard to educational needs through innovative proposals that are sensitive to gender and diversity.
5. KA71 (Knowledge) Assess research and/or innovation policies, programmes and projects from the ethics of care.
6. SA55 (Skill) Identify relevant concepts, authors and texts for the incorporation of the gender perspective into research and/or innovation in education.
7. SA56 (Skill) Include the gender perspective in the design phases of research methodologies and tools.
8. SA57 (Skill) Performs a sex-gender analysis of research data, paying attention to intersectionality.

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Face-to-face sessions	36	1.44	
Type: Supervised			
Tutoring	36	1.44	
Type: Autonomous			
Readings and cartography	78	3.12	

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.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities related to individual work	30%	0	0	CA69, KA69
Attendance and participation	20%	0	0	KA70, KA71, SA57
Reflexive statement (reading)	50%	0	0	CA70, SA55, SA56

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.

The delivery date of the reflection work is May 9. In order to recover, classroom activities cannot be reassessed, but reflection work can. The recovery date for the learning folder is May 16. The activities that are evaluated during the development of the module are carried out at the end of the sessions planned with the three professors responsible for the classroom. In the case that the student does not present the reflection work, it will be recorded as non-assessable.

The date for the single evaluation is May 9, the students who opt for the single evaluation will have to fill out the keys for the activities carried out and the individual work.

The copying or plagiarism of material constitutes a crime that will be sanctioned with a zero in the activity or work. In case of recidivism, the entire subject will be suspended. There is no possibility of re-evaluation when plagiarism is detected.

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RECURSOS ELECTRÒNICS

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]

Software

Text and image editor.

Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	second semester	afternoon