UAB
Universitat Autònoma de Barcelona

Feminist Narratives in the Field of Education

Code: 106976
ECTS Credits: 6

2025/2026

Degree	Type	Year
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 LGTBIQ+ 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, CM09
Type: Supervised			
Stories and dialogues as a form of course memory	25	1	CM06, SM11, CM06
Type: Autonomous			
Collective narratives in education	30	1.2	CM07, CM08, CM10, KM14, CM07

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

Continous 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	CM06, CM10, KM14, SM11

Continuous assessment:

- At the end of each thematic block, students must submit two individual papers and the collective project. The deadlines are specified in the course schedule.

- Re-assessment: The work based on readings (1) and the work on correspondence and diaries (2) are re-assessable. The collective project (3) is not re-assessable.

- Resit: The resit date will be scheduled one week after the final submission deadline.

- Non-assessable: If there is no evidence of participation in at least two of the three assessment activities, the student will be considered non-assessable.

Single assessment:

- Students may opt for the single assessment that consists of carrying out the same three continuous assessment tasks submitted at the end of the course (previously established date), adapting the collective project to an individual one.

- Resit: The same resit system is applied as for continuous assessment.

- Non-assessable: The same non-assessable criteria will be applied as for continuous assessment.

Use of AI: Model 3 (Permitted Use) - In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution by the student in the analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater sanctions in serious cases. However, it must be taken into account that the use of artificial intelligence (AI) involves considerable energy consumption. Therefore, it is important to promote responsible and efficient use of AI in the educational field, prioritizing applications with a positive impact and avoiding unnecessary use in order to minimize the environmental impact.

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Software

Editing of texts and audiovisuals.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

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