

Social and Legal Sciences

**Guides to
mainstreaming gender
in university teaching**

Education and Pedagogy

Montserrat Rifà Valls

Xarxa Vives
d'universitats



EDUCATION AND PEDAGOGY
GUIDES TO MAINSTREAMING GENDER IN
UNIVERSITY TEACHING

MONTSERRAT RIFÀ-VALLS

THIS COLLECTION OF GUIDES IS PROMOTED BY THE GENDER EQUALITY WORKING GROUP OF THE XARXA VIVES D'UNIVERSITATS [VIVES NETWORK OF UNIVERSITIES]

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PRESENTATION

What is the gender perspective and what relevance does it have in teaching undergraduate and graduate programmes? When applied to a university setting, the gender perspective or gender mainstreaming is a comprehensive policy to promote gender equality and diversity in research, teaching and university management—all areas affected by different gender biases. As a cross-cutting strategy, it involves all policies taking into account the characteristics, needs and interests of both women and men, and distinguishing biological aspects (sex) from culturally and historically constructed social representations (norms, roles, stereotypes) of femininity and masculinity (gender) based on sexual difference.

The Xarxa Vives d'Universitats (XVU) (Vives Network of Universities) encourages a cohesive university community and reinforces the projection and the impact of academe in society by promoting the definition of common strategies, especially in the gender perspective scope of action. It should be highlighted that policies that do not take into account these different roles and diverse needs and are, therefore, gender-blind do not help to transform the unequal structure of gender relations. This also applies to university teaching, where we offer students a compendium of knowledge to understand the world and intervene in their future professional practice, providing sources of reference and academic authority and seeking to promote critical thinking.

Knowledge transfer in the classroom that is sensitive to sex and gender offers different benefits, both for teachers and for students. On the one hand, deepening the understanding of the needs and behaviours of the population as a whole avoids partial or biased interpretations—both theoretically and empirically—that occur when using man as a universal reference or when not taking into account the diversity of the female or male subject. In this way, incorporating gender perspective improves teaching quality and the social relevance of (re)produced knowledge, technologies and innovations.

On the other, providing students with new tools to identify stereotypes, social norms and gender roles helps to develop their critical thinking and skill acquisition that will enable them to avoid gender blindness in their future professional practice. Furthermore, the gender perspective allows teachers to pay attention to gender dynamics that occur in the learning environment and to adopt measures that ensure that the diversity of their students is addressed.

The document you are holding is the result of the biannual 2016-2017 work plan of the XVU Gender Equality Working Group, focused on gender perspective in university teaching and research. At an initial stage, the report entitled *La perspectiva de gènere en docència i recerca a les universitats de la Xarxa Vives: Situació actual i reptes de futur (2017)* [*Gender Perspective in Teaching and Research at Universities in the Vives Network: Current Status and Future Challenges*], coordinated by Tània Verge Mestre (Pompeu Fabra University) and Teresa Cabruja Ubach (University of Girona), found that the effective incorporation of gender perspective in university teaching remained a pending challenge, despite the regulatory framework in force at European, national and regional levels of the XVU.

One of the main challenges identified in this report in order to overcome the lack of gender sensitivity in curricula on undergraduate and postgraduate programmes was the need to train teachers in this skill. In this vein, it pointed out the need for educational resources that help teachers provide gender-sensitive learning.

At the second stage, these guidelines for university teaching with a gender perspective has been prepared, under the coordination of Teresa Cabruja Ubach (University of Girona), M. José Rodríguez Jaume (University of Alicante) and Tània Verge Mestre (Pompeu Fabra University). Altogether, eleven guides have been developed—with between one to four guides for each field of knowledge—by expert lecturers and professors from different universities in applying a gender perspective in their disciplines:

ARTS AND HUMANITIES:

HISTORY: Mónica Moreno Seco (Universitat d'Alacant)

ART HISTORY: M. Lluïsa Faxedas Brujats (Universitat de Girona)

PHILOLOGY AND LINGUISTICS: Montserrat Ribas Bisbal (Universitat Pompeu Fabra)

PHILOSOPHY: Sonia Reverter-Bañón (Universitat Jaume I)

SOCIAL AND LEGAL SCIENCES:

LAW AND CRIMINOLOGY: M. Concepción Torres Díaz (Universitat d'Alacant)

SOCIOLOGY, ECONOMICS AND POLITICAL SCIENCE: Rosa M. Ortiz Monera and Anna M. Morero Beltrán (Universitat de Barcelona)

EDUCATION AND PEDAGOGY: Montserrat Rifà Valls (Universitat Autònoma de Barcelona)

SCIENCES:

PHYSICS: Encina Calvo Iglesias (Universidade de Santiago de Compostela)

LIFE SCIENCES:

MEDICINE: M. Teresa Ruiz Cantero (Universitat d'Alacant)

PSYCHOLOGY: Esperanza Bosch Fiol and Salud Mantero Heredia (Universitat de les Illes Balears)

ENGINEERING:

COMPUTER SCIENCE: Paloma Moreda Pozo (Universitat d'Alacant).

Learning to incorporate the gender perspective in subjects merely implies a reflection on the different elements that constitute the teaching-learning process based on sex and gender as key analytical variables. In order to review your subjects from this perspective, the guidelines for university teaching with a gender perspective provide recommendations and instructions that cover all the following elements: objectives; learning outcomes; content; examples and language used; selected sources; teaching methods and evaluation, and management of the learning environment. After all, incorporating the principle of gender equality is not just a matter of social justice but also teaching quality.

Teresa Cabruja Ubach, M. José Rodríguez Jaume and Tània Verge Mestre,
coordinators

01. INTRODUCTION

In this guide, Montserrat Rifà-Valls, an associate professor at Universitat Autònoma de Barcelona, has put together a wide range of recommendations to introduce gender mainstreaming to the teaching of education and pedagogy. University teaching offers students a set of knowledge to understand the world and the social relations, it provides references and academic authority, and it seeks to put participation and critical thinking into practice. As this guide illustrates, without reflection on the gender biases that may be present in university teaching, faculty members can contribute to reinforcing and perpetuating gender inequality.

For this reason, the guide begins with a discussion on the aspects that reveal the **gender blindness** in the disciplines looked at in this guide and its implications (Section II). In this sense, the contradiction between the increasing feminisation in educational programmes, and the still very little attention to indicators of inequality in the practice of education and pedagogy on the part of faculty members is pointed out—despite the extensive theoretical development on gender and education in the last decades.

Later, the guide develops different tools to help implement a gender perspective into teaching. Firstly, some **general proposals** for incorporating a gender perspective in teaching are made (Section III). To do so, the conceptualisations and gender theories in education, as well as the main approaches and methodologies are presented.

In addition, specific proposals for including a gender perspective into the teaching of the disciplines mentioned are made. Then, the guide offers **best practices** in education and pedagogy —comprising content, assessment and teaching methods (Section IV). The guide also includes several **teaching resources** (Section V) and provides indications on how teachers can help students to incorporate a **gender perspective into research**, especially in their final degree projects (TFGs) or their master theses (TFMs) (Section VI). Likewise, different **pedagogical resources** that can serve as an example —such as websites, bibliography, concept glossaries, and links to course guides— are included (Section VII), as well as specialised bibliography **for further study** on how to teach with a gender perspective (Section VIII).

02. GENDER BLINDNESS AND ITS IMPLICATIONS

The **feminisation in educational studies** makes evident the gender biases in the training and professional development of female educators, as Izquierdo *et al.* (2008) point out, with a clear orientation to care in the bachelor's degrees in early childhood education. At Universitat de València, the stabilisation of the trend consisting in “all feminised specialisations in teaching studies [except Physical Education] having a percentage of women ranging from 82% to 96% of the enrolment” (Perelló 2013: 44), makes visible the sexism and inequality caused by the sex-gender system, and that is applicable to all universities. In order to go further into this analysis, it is key to understand how both vertical and horizontal segregation affect education. The former, means the positions that men and women hold in studies and in the profession. And the latter, the distribution of men and women according to areas of expertise or disciplines.

In a study on **gender blindness** in education, understood as the difficulty of teachers in recognising indicators of inequality, its authors come to the conclusion that this difficulty affects men and women differently. However, at a relational level, specifically in educational practice, both men and women show the same levels of difficulty (García-Pérez *et al.* 2010). Likewise, it is also highlighted that the use of non-sexist language is one of the main challenges, and that, after all, initial teacher training should assume that the “development of ‘gender learning competences’ of teachers in schools has to start at the most basic level, that is, in their ability to recognise and act in response of inequality” (García-Pérez *et al.* 2010: 324). A task that can be carried out by future educators is adopting strategies which lead them to learn to think and to critically intervene in their own practice, reviewing self-representations and incorporating emancipatory pedagogical methodologies.

In the 1970s and 1980s, the proliferation of research in education from a gender perspective was the outcome of the disruption of feminism as a social movement in the 1960s and its impact on academia. Historically, in a wide context, the following phases/focusses can be distinguished, each of which constitutes the different approaches to the **relation between gender and education**:

- 1. A critique of the sex-gender system reproduction.** The initial emphasis on the reproduction theory which questions hegemonic masculinity, based on sexual difference, enables the analysis of women's access to educational institutions and the critique of patriarchal forms of knowledge (schooling, resources, professionalisation) (Miltrano, 1981; Miller, 1982; Grumet, 1988; Pagano, 1990).

- 2. Gender resistance to inequalities.** It focuses on the analysis of stereotypes in order to radically transform the educational content to reflect women's interests and experiences. There is a shift from reproduction theories to resistance theories (Bonal, 1998), based on the relationality between gender, class and race (McRobbie, 1978; Anyon, 1983; Arnot and Weiler, 1993; Acker, 1994).
- 3. Gender mainstreaming.** The principles of gender equality and equity in education of *The 1995 Fourth World Conference on Women in Beijing* entail gender mainstreaming, which seeks the "use of a gender perspective at all stages of the development and implementation of policies, plans, programmes and projects" (Leo-Rhynie, 1999: 9) in all education sectors and at all levels.
- 4. Feminist and queer pedagogies.** Critical poststructuralist theorists who rethink gender based on Foucault and feminism focus on desire, language, power and the construction of subjectivities (cf. Belausteguigoitia and Mingo, 1999). The focus is on pedagogies of everyday life, pedagogies of difference and pedagogies of hope (Luke, 1999; Ellworth, 2005; Talburt and Steinberg, 2005).
- 5. Gender intersectionality and decolonial pedagogies.** Intersectionality in educations looks at subjects from the relationality of the following categories: sex-gender, race-ethnicity, social class, sexual orientation, disability and age (Rifà and Duarte, 2013; Rifà, Duarte and Ponferrada, 2015). Decolonial pedagogies propose methodologies to decolonise the "I", the practices, and the power (Walsh 2013).

03. GENERAL PROPOSALS TO INCORPORATE A GENDER PERSPECTIVE IN TEACHING

In this section, the conceptualisations and gender theories in education are developed, in an attempt to define their main contributions and implications, and thus provide a general framework for the proposal of incorporating gender perspective in teaching. The following table anticipates the relationships between these conceptualisations and theories, as well as the different approaches and methodologies in education that guide the examples given in section four.

Conceptualisations and gender theories [section 03]	Approaches and methodologies in education [section 04]
Analysis of the sex-gender system	Coeducation
Performativity and gender performance	Feminist and queer pedagogies
Gender intersectionality	Decolonial feminist methodologies

First of all—given that one of the main tasks in university teaching within the initial training subfields of teachers, pedagogues and social educators is to acknowledge and tackle inequalities—it is important to learn to interpret the implications of the **sex-gender system** in education, which may be several. According to Gayle Rubin (1975: 159), the analysis of the sex-gender system enables the critique about “the set of arrangements by which a society transforms biological sexuality into products of human activity, and in which these transformed sexual needs are satisfied”. The interpretation and study of the sex-gender system in education unfolds in different directions that allow to dismantle compulsory heterosexuality—based on the binary assumption of sex, gender, and sexuality. It also allows to assess the sexual division of labour in the teaching profession and classroom activities, by analysing whose interests this distribution serves and examining the represented and the excluded groups. Lastly, it allows to critically reflect on the gender power relations that are perpetuated in the construction of masculinity and femininity, based on the meanings attributed to them.

Recognition of how the sex-gender system works is the first step in becoming aware of the reproduction of inequalities and sexism in the education system. It is also the basis for achieving the ultimate objective towards incorporating measures

that can help to reverse it, such as those set out in the *Pla per a la igualtat de gènere en el sistema educatiu* (Gender Equality in the Education System Plan).¹

Thus, a general proposal is the development of indicators that make it possible to evaluate and transform the reproduction of inequalities in education, such as those established in the above-mentioned plan. These indicators are organised into different axes: visibility, training, collaborative work, globalisation of care, orientation in studies, non-sexist language, gender balance, sexual-affective diversity, and prevention of gender-based violence and harassment.

In the same vein, if the attention is focused on the relations between **knowledge, power and gender in education**, it is necessary to tackle androcentrism and phallogocentrism² in science and teaching. The analysis of both education and the curriculum from a critical theory and a feminist perspective disrupted the power relations of capitalism and of patriarchy forms in textbooks, in content, and in the classroom. Such analysis demonstrates the exclusionary mechanisms of selection —thereby rendering visible dominant masculinity— and it also shows that epistemology is never neutral (Harding, 1986; Scott, 1989) but it rather gathers the experience of the knower. Paying attention to the relations between knowledge, power and gender implies reviewing the procedures in the scientific production of knowledge in all fields and disciplines, in order to make visible the people who contribute to generating such knowledge and its diversities. Hence, becoming aware of how these procedures take place in the classroom.

In this way, diversity becomes visible by taking into account the identity and gender positions of those who construct that knowledge, as well as acknowledging that there is a connection between knowledge and identities of teachers and students. This is a general strategy that makes clear the mechanisms of knowledge and meaning production, usually male-centred as the

1 Generalitat de Catalunya (Government of Catalonia). *Pla per a la igualtat de gènere en el sistema educatiu* (Gender Equality in the Education System Plan), <https://educacio.gencat.cat/ca/arees-actuacio/centres-serveis-educatius/altres-programes-educatius/educacio-infantil-primaria-secundaria-batxillerat/pla-igualtat-genere/> (In Catalan)

2 Androcentrism is the adoption of the universal masculine approach to understanding and valuing the world. In the field of knowledge and learning, this means accepting the predominance of a point of view and a knowledge constructed from a male point of view, which often makes invisible other points of view and other knowledge produced by women and other minorities. In addition, according to Wikipedia: “In critical theory and deconstruction, phallogocentrism is a neologism coined by Jacques Derrida to refer to the privileging of masculine (phallus) in the construction of meaning. Derrida explored this idea in his essay *Plato’s Pharmacy* (<https://en.wikipedia.org/wiki/Phallogocentrism>)”

universal model, with the intention of multiplying points of view and meanings in science and teaching. Consequently, the analysis of the sex-gender system that has just been described enables the study of access, promotion, and mobility in the education system, which positions educators and students differently. This analysis can also be combined with the interpretation of knowledge production and learning opportunities provided in this guide. As will be presented in the following section, the perspective of coeducation will help to tackle the sexism that exists in education and in teaching.

Secondly, an approach in education can be made by breaking the sex-gender pair, interpreting gender as an action, a way of doing, as well as a discursive practice which becomes and is always open to intervention and resignification (Butler, 1989). By putting the focus on **performativity** of education, one will see the procedures of social regulation and standardisation in which are involved institutions, educational reforms and classroom situations, where education professionals intervene. Such procedures include planning devices, curriculum development and socio-educational intervention and assessment. This leads to a reflection on the contribution to create friendly spaces for non-heteronormative identities, relationships and sexualities. From the perspective that “gender is a performance; it’s what you *do* at particular times, rather than a universal *who you are*” (Gauntlett, 1998), educational situations are spaces and times where opportunities for learning about gender are created. In short, “performance suggests that teaching is a process in which instructors do not author but perform identity, authority, and relations to knowledge in intersubjective relations that are constructed contextually” (Talbut, 2000: 84).

In educational practices, the **gender as a performance** entails the understanding of the classroom as a space or laboratory where identities, gender, relations, sexualities and desires are experimented upon. The conceptualisation of gender as a performance forms the basis of feminist and queer pedagogies and relates to intersectional gender theories. Thus, in the third place, from Patil’s (2013) point of view, what emerges is how patriarchy and colonialism are mutually constituent, since the definition of masculinities and femininities in the West is related to the way in which we represent others. Grant and Zwier (2012), claim that mainstreaming intersectionality in education occurs through multicultural education and towards social justice. Therefore, intersectionality of gender in education appears hand in hand with equity-seeking proposals to tackle racial and ethnic inequalities. According to the above-mentioned authors, the implications of intersectional studies in education can be classified into the following points:

- **Coconstituted identities:** identities are constructed, not pre-fixed. For this reason, “intersectionality offers educators a way to understand the power dynamics within their mutually constructed representations of self and others as they interact in educational spaces” (Grant and Zwier, 2012: 8). Intersectionality provides the holistic framework to understand the impact of educational policies on personal experience, and to question dominant identities.
- **Oppressive system** (spaces, procedures, structures, rules, and organisations): besides critiquing the chances of success or failure of identities according to the interrelation of categories—in accordance with the political procedures of standardisation— intersectionality addresses educators “to question how they are defining disruptive or inappropriate behavior in ways that discriminate against those who fall outside dominant cultural norms. Kumashiro urges educators to ‘trouble intersections,’ and to ask themselves which intersections disrupt our preconceived notions” (2002: 11).
- **Discursive oppressions** (stereotypes and prejudices): from this approach, intersectionality “can be a powerful tool for social justice reform in educational policy and practice. It exposes how normative ways of framing identity exclude or marginalize students and teachers’ understanding of students’ abilities and life experiences.” (Grant and Zwier, 2012: 14).

04. BEST PRACTICES

Having introduced the main ideas in relation to gender biases in education and pedagogy and once the main proposals for introducing a gender perspective have been presented, in this section a more detailed description on how to incorporate such learning into teaching is given. Thus, specific examples of teaching objectives and content are presented, as well as different elements to be considered in terms of assessment, organisational modalities and teaching methods.

4.1 Objectives of the subject/module

As university studies in the Vives Network are integrated into the European Higher Education Area (EHEA) and a competence-based model predominates, some universities have started the process of incorporating transversal and specific competences in their programmes (Observatory for Equality, 2017a). Therefore, the Observatory for Equality at UAB has designed a set of specific competences as a proposal to be incorporated in the bachelor's degrees in Education. In short, they seek to prepare students to: a) Acquire critical awareness in order to tackle inequalities and gender biases; b) Analyse sexism and LGBTIphobia and any other form of discrimination, harassment or gender-based violence; c) Rethink childhood, adolescence and the role of women in education from a gender perspective; d) Incorporate coeducation at all levels of the education system; e) Transform knowledge from a non-androcentric and non-phallogocentric perspective; and f) Construct gender identities and culture in a professional context. An example of the type of competences proposed in this document is the following:

To demonstrate knowledge of gender enculturation and socialisation in childhood and adolescence —or other stages— along with the role of women and of the gender system (with all its fundamental concepts) in these procedures and in the interaction with formal education systems (Observatory for Equality, 2017b: 4).

Looking more deeply into the design and development of the subject objectives, first of all, it is necessary to address the need to train future educators in coeducation —understood as a non-sexist and non-violent education, which transversally educates in equal rights and opportunities for boys and girls. According to Marina Subirats, incorporating girls in education implies claiming their presence with specific values and knowledge that must be globalised, as well as eliminating any form of exclusion in schools.

In short, coeducation is: “educating boys and girls in the same values, habits, attitudes and practices” (Subirats, 2010: 10). In this sense, it is necessary to pay attention to the hidden curriculum, to the “prejudices, understood as preconceived opinions and stereotypes, that is, those simplified mental images that distort the perception of reality” (Roset *et al.* 2008: 15). Analysing the hidden curriculum from a gender perspective means taking into account how it hides the presence of women and girls, which model of femininity and masculinity is reproduced, and, in short, how sexism is perpetuated. The objective set within the bachelor’s degrees in Education is to tackle sexism through coeducation, as the following example illustrates:

Analyse formal and non-formal educational actions from the perspective of coeducation, reflecting on equal access for girls, and interpreting the values, roles, spaces, tasks and materials of those actions from a gender equality perspective.

This objective can also be formulated in terms of decolonial and queer feminist pedagogies. In order to “queerise education” it is necessary to commit “to the radical practice of deconstructing normality, which means that it cannot be necessarily reduced to teaching by and for queer subjects” (Trujillo, 2015: 1537), but it is necessary to decolonise knowledge and subjects (children, adolescents, adults, women, migrants, transsexuals, people with disabilities, etc.), and to reject any racist, sexist, homophobic or exclusionary process of normalisation. We must generate new opportunities to be, to know and to learn. In conclusion, this same objective could be rewritten as follows:

Analyse formal and non-formal educational actions from gender intersectionality, reflecting on the processes of constructing identities in education, and interpreting the knowledge, bodies, spaces, times and materials of such actions from a social, racial and gender justice perspective.

4.2 Contents of the subjects/modules

BACHELOR'S DEGREE IN EARLY CHILDHOOD EDUCATION AND PRIMARY EDUCATION

Example 1. Transforming children's subjectivities in education with feminist and decolonial discourses

Bachelor's Degree in Early Childhood Education

Personality Development (0-6 years) (UAB, 1st year, Basic Training Module, 12 ECTS)

Bachelor's Degree in Primary Education

Learning and development I (UAB, 2nd year, Basic Training Module, 4 ECTS)

Learning and development II (UAB, 3rd year, Basic Training Module, 4 ECTS)

The conceptions that different learning, human development and personality theories hold about the subject of childhood can be reviewed from a gender perspective. Valerie Walkerdine (1995 and 2000) has explored the identity formation of childhood from a social constructionist perspective, in contrast to some more statist and universalist views of the self—which locate children within the framework of the psychology of education, often from the Piagetian heritage. Likewise, in the context of feminist pedagogies (Luke, 1999; Korol, 2007), the analysis and knowledge of everyday life become the key to transform relations from a gender perspective. On another note, the production of childhood from a gender perspective is intertwined with other forms of colonising it—which act from adult-centric, ethnicising and racialising positions (Cannella and Viruru, 2004).

Below, an example of existing content is presented. This is the study guide for the course *Learning and Development I* from the Bachelor's Degree in Primary Education, whose lecturer in charge is Ibis Marlene Álvarez Valdivia. In particular, the fourth thematic block of the course incorporates gender content:³

4. Socio-emotional development at school age

4.1 Emotional and social regulation at school age.

4.2 Construction of personal and gender identity.

4.3 Interactions between peers. Friends and groups.

³ <https://ddd.uab.cat/pub/procur/2020-21/g102085a2020-21iSPA.pdf> (In Spanish)

Other topics that could be incorporated as content for these subjects include:

- Gender perspective in learning and development theories.
- Girls' representation in psychological theories and pedagogies.
- Identity and gender formation in childhood: masculinities and femininities.
- Gender, race, and ethnicity in learning and development.
- Gender, bodies and affective-sexual diversity in learning and development.
- Gender learning situations in the classroom.
- Gender difference in play and children's spaces.
- Reproduction and subversion of gender roles.
- Assessment of learning from a gender perspective.

Example 2. Analysis and intervention with a regard to family, social and educational relations in a gender perspective

Bachelor's Degree in Early Childhood Education

Tutorial Action: School, Family and Community Relations (UB, 1st year, Core Module, 6 ECTS)

Bachelor's Degree in Primary Education

Tutorial Action: School, Family and Community Relations (UB, 2nd year, Core Module, 6 ECTS)

With regard to the incorporation of the gender perspective in the analysis and educational intervention —in terms of the relations between school, family and community/society— at this point it is worth highlighting the contents of the course *Tutorial Action: School, Family and Community Relations*, coordinated by lecturer Marina Elías Andreu in the Bachelor's Degree in Primary Education,⁴ and coordinated by lecturer Inmaculada Dorio Alcaraz in the Bachelor's Degree in Early Childhood Education.⁵

Two of the thematic blocks of this course explicitly incorporate a gender perspective:

4 <http://grad.ub.edu/grad3/plae/AccessInformePDInfes?curs=2020&assig=361041&ens=T-G1026&recurs=pladocent&n2=1&idioma=EN> (In Catalan)

5 <http://grad.ub.edu/grad3/plae/AccessInformePDInfes?curs=2020&assig=361121&ens=T-G1025&recurs=pladocent&n2=1&idioma=EN> (In Catalan)

2. Transformation of family structures

- 2.1 Social structure of Catalonia. Demographic and social aspects. Educational practices in Western societies
- 2.2 Childhood and family history
- 2.3 Family models. Changes in structure, relations and lifestyles. Families' educational and social expectations
- 2.4 Changes in the roles of the family and in the family systems. New family relations, new educational needs

3. Inequality, poverty and exclusion

- 3.1 Inequality, poverty and exclusion. Social class, ethnicity and gender
- 3.2 Children and families at social risk, protection circuits. Mistreatment in the family and social environment
- 3.3 Educational networking. Local education networks: environment plan, city education projects, etc.
- 3.4 Participation and collective action

In the practice of these subjects, there are different strategies to develop these thematic blocks in order to incorporate the gender perspective in Early Childhood and Primary Education Studies:

- Incorporating sex-gender disaggregated data and/or intersectional analysis in explaining social structure and inequalities, poverty and exclusion.
- Contextualising girls' history in childhood and gender roles in the family or in school.
- Analysing the different representations of families in public discourses as well as from an autobiographical perspective (personal and collective).
- Providing examples of the diversity of models and new family models: same-sex families, single-parent families, blended families, etc.
- Studying the distribution of work in care, support and education among families and schools.
- Awareness-raising and prevention of gender-based violence and mistreatment in the family and social environment.

- Approaching case resolution for tutorial action from a gender perspective and from a perspective of affective-sexual diversity.
- Extending these strategies to incorporate a gender perspective in other blocks of content such as family and educational policies, tutorial action at schools, and interpersonal relations (between tutor and students and between tutor and families).

BACHELOR'S DEGREE IN EDUCATION STUDIES

Example 3. Reconstructing to make women's education visible through oral sources and feminist research methodologies

Bachelor's Degree in Education Studies

History of Women's Education (UV, 4th year, Optional Module, 4.5 ECTS)

In the course guide for this course, it is stated that the aim of the course is to “make women visible in the history of education in an attempt to elaborate a non-androcentric rewriting that analyses how the gender variable has conditioned spaces, activities, organisations, curricula, and even women's access to various levels of education.”⁶ The inclusion of a gender perspective implies to get back and to render visible the history of the education of women, which should not just be a part of an optional course. It should as well enable to compensate for the gender biases in the subjects of history and theories of education, found in all bachelor's degrees in education and education studies.

According to Carmen Agulló, the lecturer who teaches this course,⁷ gender biases occur, for example, in the ignorance of basic aspects concerning the history of education, such as Rousseau's Sophia or Condorcet's Plan for Egalitarian Public Education. Another key feature in this subject area is rendering visible female teachers, educators and historians. Regarding class activities and assignments, Carmen Agulló stresses the importance of promoting study and research through oral sources and the creation of life stories, which her students carry out by interviewing their grandmothers and mothers, in order to reconstruct through memory their experiences and their educational contexts. Several authors agree that:

⁶ <https://webges.uv.es/uvGuiaDocenteWeb/guia?APP=uvGuiaDocenteWeb&ACTION=MOSTRAR-GUIA.M&MODULO=33914&CURSOACAD=2021&IDIOMA=I>

⁷ As Carmen Agulló points out, there are, or have been, other similar experiences with experts at University of Granada, with Pilar Bellarín Robles; at University of Málaga, with Isabel Grana Gil; at University of Seville, with Consuelo Flecha Garcia; and at Universitat Rovira i Virgili, with Isabel Miró Montoliu.

- a) Oral history and women's history are intertwined in the strategy of recovering women's memory and to rewrite them as active subjects, with their lives and forms of resistance (Nash and Tavera, 2003).
- b) Studying the history of education through oral sources makes it possible to address the margins of education and to understand women as sociohistorical subjects, reclaiming the role of experience and memory, as well as establishing intergenerational links in the production of scientific knowledge (Jiménez, 2009).
- c) The pedagogical relation is also transformed by the interpretation of the subjects' experience through interviews, where constructing a story implies the understanding of the speaker and thus, a form of *radical listening* is established (Kincheloe cited in Rivas, 2012).

In short, a proposal for the transformation of knowledge and methodologies in the history of education from a gender perspective, is the one that promotes visibility of subaltern identities through the construction of alternative narratives that make visible the stories of minoritised communities. This can be achieved by getting back the memory, the narrative inquiry, the autobiographical research and conversation. Such strategies promote emancipatory and feminist pedagogies.

BACHELOR'S DEGREE IN SOCIAL EDUCATION

Example 4. The construction of new queer professional identities in the practice of social educators

Bachelor's Degree in Social Education

Reflection and action in educational practice (UdG, 24 ECTS):

Social-educational practice: interpersonal relationships, communication and intervention (3rd year, Core Module, 12 ECTS)

Practicum I (3rd year, Core Module, 12 ECTS)

In the late 90s, sex-disaggregated data showed gender differences in the professional practice of social educators (Cacho, 1998): there was a higher proportion of men —out of the total of their gender— undertaking studies; female educators were more likely to work in private companies and were paid less, while men were employed in the public sector; lastly, men had greater understanding of education associations and sought social and academic recognition. In terms of professional profiles, differences are also noticeable: “The professional environments with the highest female educators presence are: the elderly, adults

and people with disabilities. In the environments concerning children, adolescents and socio-cultural animation there is a higher proportion of men” (Cacho, 1998: 97). In terms of the correspondence between training, professionalisation and precariousness in the sex-gender system, there are important distinctions in the labour of educators which affect: the valuing of the profession, the meaning of educational intervention and the sense of belonging to the group.

This critical analysis is complemented by the queer theory (Talburtt and Steinberg, 2005; Pie 2009a and 2009b), which entails a change of approach, in order to trouble the action and the categories that normalise bodies, identities, sexualities, learning and relations:

The work of Kumashiro (2002), *Troubling Education: Queer Activism and Anti-oppressive Pedagogy*, in the same vein as Freire and Butler, synthesises this proposal very well, stressing that educating is not settling and learning what is given, but breaking with the established vision of the world, transforming, resisting, subverting. As Kumashiro, I advocate that education should not mean learning the language, history and conceptions of the dominant groups. As educators, we need to encourage students to trouble what is assumed to be natural. In the face of passive, submissive and banking attitudes, it is important to encourage students to adopt an active attitude, nurturing their passion for change; an attitude which, going beyond pure verbalism, puts us on the path to achieving new, fairer realities for all (Carrera, 2013: 8).

The following points provide guidance for reflection during the phases of observation and socio-educational intervention:

- a) How to intervene in socio-educational action to destigmatise normalised identities and bodies (young people, prisoners, children, women, immigrants, the poor, homosexuals, people with disabilities, etc.)?
- b) What is the connection between learning, empowerment and communication in our projects? Which spaces and times are provided for agency building?⁸
- c) How can one construct a professional identity as social educator receptive to transformation through emancipatory pedagogies of gender, identities and sexualities?

8 The construction of agency or “agencying” is the process through which people are empowered to think critically about themselves and to transform the hegemonic practices of the system through their actions.

MASTER'S DEGREE IN TEACHING IN SECONDARY SCHOOLS AND COMPLEMENTARY TRAINING

Example 5. Learning, interacting and becoming oneself in pedagogical and affective-sexual relationships

Master's Degree in Teaching in Secondary Schools

Gender and Education Workshop (2 sessions, UAB)

The didactic-disciplinary and psycho-socio-pedagogical contents of the master's degree should incorporate a gender perspective in its approaches. A workshop on gender and education was held at the UAB, aimed at future secondary school teachers. It consisted of a theoretical-practical session (with concepts, perspectives, biases, data, resources and examples). In this subdomain, the main challenges for secondary school teachers are: a) To promote learning about pedagogical relations in the classroom and participation in terms of gender among adolescents; b) To understand knowledge and popular culture that come from literature, films, advertisements and music as gendered texts that can be reproductive or resistant to the myths of romantic love; and c) To tackle cyberbullying or bullying through social media among young people.

In addition to learning about existing materials and resources, the practical activities should train future professionals to design their own methodologies and dynamics:

a) Methodologies and dynamics for analysing affective-sexual relationships and preventing abusive relationships among young people

In the framework of the *programme "Estimar no fa mal"* ("Love doesn't hurt") aimed at young people between the ages of 10 and 19, the ICD (Catalan Women's Institute) has compiled a *Guide of Resources for Teachers*⁹ for the prevention of abusive relationships and gender-based violence within couples. It includes several dynamics to carry out with groups of young people. Besides, the ICD has also drawn up a document entitled *Keys to help identify cyberbullying in affective relationships*¹⁰. In the 'Teaching Resources' section there are several links to educational materials to prevent and tackle gender-based violence designed by different organisations.

9 http://dones.gencat.cat/web/.content/03_ambits/docs/vm_materials_estimar_no_fa_mal.pdf (In Catalan)

10 http://dones.gencat.cat/web/.content/03_ambits/docs/vm_ciberassetjament.pdf (In Catalan)

b) Methodologies and dynamics for promoting the construction of gender identities and gender relations among young people from performative pedagogy

Naming and defining gender identity, transsexuality and intersexuality is necessary in order to transform the language of predefined identities and relations in the classroom (Coll-Planas and Missé, 2010; Galofré and Missé, 2015). Popular visual culture opens a space for the construction of identities that are sensitive to gender diversity, kinds of love, and sexual orientations. The range of possibilities is quite extensive, whether looking, for example, at TV series (*Transparent*, Amazon Studios; *Merlí*, TV3; *Sense8*, Netflix) or comic books (*Dykes to Watch Out For* and *Are You My Mother?* by Alison Bechdel; *The Surface* by Ales Kot; *Wandering Son* by Shimura Takako).

Teaching methods

From the perspective of decolonial feminist pedagogies, Martínez summarises as follows the main strategies that work for the empowerment of people and seek to create practices of freedom through critical education:

- a) Inclusion of diversities.
- b) Making visible the forms of inequality and the impositions of the patriarchy.
- c) Awareness of the spaces, knowledge and experiences of different women, through different approaches that facilitate individual and collective empowerment processes.
- d) An equitable and active community participation.
- e) Horizontality and transversality in interventions.
- f) Building skills for self-criticism, and individual and collective awareness raising.
- g) Dissemination and explanation of history, culture and knowledge from a feminist and intercultural point of view, discovering the value of hidden knowledge and not only of the dominant and globalising ones.
- h) Emphasis on the promotion of women's networking on behalf of a social model based on the common good, on mutual support, on networks of solidarity and on civic networks (Martínez, 2015: 167).

From feminist and queer pedagogies, Rifà citing Britzman (2005) has summarised the following challenges concerning education and curriculum. Such challenges have a direct implication in teaching methods in the classroom:

- 1) Bringing up complexity and reflexivity as well as placing the diverse affections and sexualities at the heart of the curriculum and the educational practice.
- 2) Breaking down strong organisational and institutional boundaries in school, as well as strong boundaries imposed on the knowledge that is learned and taught in the classroom.
- 3) Becoming aware of the micropolitics of sexual identity and sexual diversity as well as forms of relationships.
- 4) Promoting the creation of weak boundaries, which blur the boundaries between bodies, identities, sexualities, and knowledge.
- 5) Advocating the learning of knowledge more closely linked to people's daily lives, their biographies and aspirations.
- 6) Changing the management of time and spaces to make them more fluid.
- 7) Working with other forms of representation, questioning hegemonic technologies and means of representation and replacing them with options that allow diversity to be visible.
- 8) Understanding the curriculum as a space where aspirations, sexualities, bodies and identities engage in dialogue.
- 9) Moving from the margins to the centre, so as to place subaltern identities there: the life stories of women, children, the elderly, lesbians, immigrants, etc. (Rifà, 2014: 144).

Modes of organising teaching dynamics

For their part, based on Izquierdo (2008), Pujal and Mora have designed a useful model to reflect on the typology of training activities that are proposed in the classroom, as well as their implications in terms of provision and care orientation. They argue that it is precisely in training activities “where relation and action models with the students end up having an impact” (2014: 123). According to this care-oriented model, the social relation is based on the satisfaction of needs between people as its purpose. Meanwhile, in provision orientation, the aim is to achieve specific objectives or goals, and here relations are instrumentalised.

Pujal and Mora (2014) —based on Boltanski along with previous studies carried out by their own research group— claim that training activities can be classified into four typologies, an example in education is provided for each one of them.

- a) *Provision focused on the equivalence between people and things/Care focused on things on the basis of people:*
 Guided activities: participative master classes and reading seminars.
 Methods: interactive presentation, with questions and exercises, brainstorming when starting a topic, and class discussions.
 In education: dismantling prejudices and stereotypes, inviting students to share how the hidden curriculum works according to their experiences.
 This would be a preliminary step to developing sexism as a topic and revealing how it works.
- b) *Provision focused on the equivalence between people and things / Care focused on things on the basis of people/ Care focused on people*
 Guided activities: exploratory research.
 Methods: research based on secondary sources and oral presentations.
 In education: oral presentations that share the analysis of educational materials aimed at a specific context and group from a gender perspective.
- c) *Care focused on things on the basis of people/ Care focused on people*
 Supervised activities: guidance.
 Methods: individual or small group meetings to solve doubts and provide feedback.
 In education: monitoring educational practices in educational centres and entities, taking into account gender biases in interpersonal and learning relations, both in the participation in the small group and during practicum training (observation, design of proposals, intervention and assessment).
- d) *Provision focused on things / Provision focused on the equivalence between people and things*
 Assessment activities: written test. Methods: exam.
- e) In education: the incorporation of gender mainstreaming activities is done through the inclusion of discussion questions on topics, concepts and female authors that break with androcentrism and with the prevalence of the male universe in knowledge.

Adapted from Pujal and Mora (2014: 120)

The degree of interaction is crucial for each of the different typologies of training activities and it is a major element through which the acquired orientation to care or to provision is articulated. Leaving aside the fact that some of these training activities are more gender-sensitive, it is considered that a methodological perspective (especially, because in the field of education we work with people) can be incorporated into all the typologies proposed. Above all, it should be emphasised that it is important for university professors to pay attention to gender biases in interaction, participation and listening in the classroom. They should also look for strategies to promote a balanced participation in the classroom between girls and boys. For further information, Pujal and Mora (2014) have also applied such analysis to the different assessment methods.

Subject assessment

On the one hand, several studies show that female teachers systematically receive lower evaluations than male teachers, a phenomenon that is found among both boys and girls as students (Boring, 2014; Boring, Ottoboni and Stark, 2016; Mengel, Sauermann and Zölitz, 2016). Universities and schools should compensate for gender biases in evaluation: review the tools, analyse the representations that are involved in the students' responses, and above all, exercise caution in the use and implications of the results of these surveys, for example, in the faculty's promotion. Student satisfaction surveys should be reconsidered from a gender perspective and include questions or comments that lead to reflection in the responses on possible gender biases. In addition, other tools that support a democratic and participatory evaluation model can be implemented, such as self-reflections, interviews, observations and portfolios that take diversity into account.

On the other hand, sex-disaggregated data also provide information on student assessments. Often, when it comes to assessing the work of those who are candidates to receive an award (either TFGs, which is the Bachelor's Degree Final Project, or special awards), proportionality from a gender perspective is not maintained. Again, we have to ask ourselves whether we assess a student's work in the same way regarding their gender or if our perceptions play a role when assessing and grading. This phenomenon is even more blatant in the case of faculties of education, where boys are a minority in these studies. Therefore, it seems that measures also need to be taken to prevent sexism in terms of assessment. Besides, considering how the feminisation of this level of studies affects individuals is also needed. One way to do so, is to gather sex-disaggregated data and analysing if there is any discrimination.

Both aspects, teacher evaluation and student assessment, constitute competences, knowledge, and skills that future educators will have to acquire throughout their initial training. To this are added the strategies and models for the evaluation of organisations and centres, as well as evaluation of projects and curricular materials, amongst other aspects. In this context, this invites reflection on the gender impact of proposals, policies and practices in the field of education, as well as including them in relevant reports. In addition, gender-sensitive initial training of educators will have an impact on the improvement of training and evaluation in professional practice areas where there are people involved —whether professional development is carried out in interaction with children, young people or adults.

This section focuses on student assessment, and for that reason, the paragraphs below summarise some strategies that can be considered during the development and implementation of assessment activities for bachelor's and master's degrees in the field of education.

Thus, the following strategies are gender-sensitive. They multiply the existing tools for assessment, they promote participation and awareness of students, and they take diversity into account:

- Blind assessment: when dealing with tests, exams or assignments, it is advisable to look for mechanisms that anonymise the grading process.
- However, grading should not be confused with assessment. Feedback or reflection on the learning outcome and a qualitative assessment enable to incorporate changes in the study period and to feel supported as well.
- Although girls participate less in class, they also tend to request more tutorials or follow-ups to resolve doubts and improve their performance. It is, then, an element to be taken into account when assessing.
- The use of combined assessment methods, such as continuous assessment and formative assessment, help to raise awareness of the learning processes, avoiding a final assessment, which is merely an accounting report.
- Self-evaluation allows working on aspects related to self-knowledge, self-assessment, and self-criticism.
- The inclusion of one's own biography and first-person stories related to learning are revealing of dynamics that often remain invisible.

- Co-assessment or peer assessment activities can be promoted, so that students are co-responsible for assessment of learning and results can be analysed from a gender perspective.
- In addition to taking into account the gender balance in groups, feedback formulas can be set up in small groups or individually to promote exchange and participation.
- The way in which group spokespersons are chosen needs to be reviewed in order to see if it responds to a gendered division of labour, and rotation mechanisms can be put in place.
- Rubric writing would need to incorporate a meaning of gender in learning and knowledge acquisition about the functioning of sexism and androcentrism in education. Class and internship journals enable to question and assess the meaning of gender in stories about people's education.
- Attention to diversity and gender inclusion can be considered as an assessment criterion.
- Assessment using learning portfolios also enables to reconstruct learning: by looking for elements that invite reflection on the process carried out, as well as establishing one's own objectives within the course.

05. TEACHING RESOURCES

Gender-sensitive language in education

EMAKUNDE/INSTITUTO VASCO DE LA MUJER (2008). *Guía de lenguaje para el ámbito educativo*. Available at: https://www.emakunde.euskadi.eus/contenidos/informacion/publicaciones_guias2/es_emakunde/adjuntos/guia_leng_educ_es.pdf

FERRER, Cristina; MATEU, Joana M.; PONS, Maria; BARCELÓ, Catalina; PONT, Catalina and ROIG, Miquela (2006). *Llenguatge per a la igualtat a l'educació*. Illes Balears: Institut Balear de la Dona. Available at: https://oficinaigualtat.uib.cat/digitalAssets/297/297562_llenguatge-per-la-igualtat-a-leducacio.pdf

Coeducation and teacher training

GENERALITAT DE CATALUNYA. *Pla per a la igualtat de gènere en ell sistema educatiu*. Available at: <http://educacio.gencat.cat/ca/arees-actuacio/centres-serveis-educatius/altres-programes-educatius/educacio-infantil-primaria-secundaria-batxillerat/pla-igualtat-genere/>

GENERALITAT DE CATALUNYA. *Coeducació i igualtat de gènere* (recursos, experiències, formació, normativa, bibliografia). Available at: <http://xtec.gencat.cat/ca/curriculum/coeducacio/>

GUERRERO, Elizabeth; HURTADO, Victoria; AZUA, Ximena and PROVOSTE, Patricia (2011). *Material de apoyo con perspectiva de género para formadores y formadoras*. Gobierno de Chile, Hexagrama consultores. Available at: <http://www.brunner.cl/wp-content/uploads/2013/11/curriculo-de-genero-oculto-para-profesoras-es.pdf>

INSTITUTO DE LA MUJER (2008). *Guía de Coeducación. Síntesis sobre la Educación para la Igualdad de Oportunidades entre Mujeres y Hombres*. Madrid: Ministerio de Igualdad. Available at: <https://www.inmujeres.gob.es/observatorios/observIgualdad/estudiosInformes/docs/009-guia.pdf>

Instituto de la mujer y de la igualdad de oportunidades (área temática de educación). Available at: <https://www.inmujeres.gob.es/areasTematicas/AreaEducacion/Educacion.htm>

MORENO, María Antonia (2007). *Coeducamos. Sensibilización y formación del profesorado. Analizar el sexismo es un paso hacia una sociedad más justa*. Consejería de Educación del Principado de Asturias. Available at: <http://www.ugr.es/~fjjrios/pdf/mi-sexismo.pdf>

Portal de recursos docentes con perspectiva de género para la docencia universitaria, Universitat d'Alacant. Available at: <https://web.ua.es/es/unidad-igualdad/docencia-igualdad/presentacion.html>

SUBIRATS, Marina (2010). *La coeducación hoy: Los objetivos pendientes*. Gobierno Vasco. Emakunde, Programa coeducativo para la igualdad, el respeto y la no-violencia. Available at: https://www.emakunde.euskadi.eus/contenidos/informacion/proyecto_nahiko_formacion/es_def/adjuntos/2010.09.21.marina.subirats.pdf

UNICEF. *Igualdad de género* Available at: <https://www.unicef.org/es/igualdad-de-genero>

Examples of sex-disaggregated data and gender-sensitive analysis

- EGERA, Effective Equality in Research and the Academia. Available at: <https://www.uab.cat/web/l-observatori/egera-ue-fp7-1345682746703.html>
- Gender Equality Index. Available at: <https://eige.europa.eu/gender-equality-index/2020>
- Gendered Innovations. Available at: <https://genderedinnovations.stanford.edu/>
- Observatori de la Igualtat de la URV (Universitat Rovira i Virgili). Available at: <https://www.urv.cat/ca/vida-campus/universitat-responsable/observatori-igualtat/>
- Observatori per a la Igualtat de la UAB (Universitat Autònoma de Barcelona). Available at: <http://www.uab.cat/observatori-igualtat/>
- OECD. Gender data portal. Available at: <http://www.oecd.org/gender/data/>

Proposals for tackling gender equality in the classroom

- CIRDA, Ajuntament de Barcelona. *Recursos pedagògics online per a la igualtat*. Available at: <http://ajuntament.barcelona.cat/recursospedagogics/ca>
- *Gender and Education* (resources: pedagogies). Available at: <http://www.genderandeducation.com/resources-2/pedagogies/>
- *Igualtat en ruta. Recursos coeducatius*. Available at: http://isonomia.uji.es/wp-content/uploads/2013/06/PDF-igualtat_en_ruta-recursos_coeducatius.pdf
- Institut Català de les Dones. *Recursos per a la sensibilització, coeducació i violència masclista* (àmbits d'actuació). Available at: <http://dones.gencat.cat/ca/inici/>
- Instituto Asturiano de la Mujer (2001). *Coeducación. Guía de recursos*. Asturias: Servicio de Publicaciones de la Consejería de la Presidencia. Available at: <https://www.educacionyfp.gob.es/en/dam/jcr:0e22ece4-44e4-420b-9459-cf3d1188bac1/coeducaci%C3%B3n%20asturias.pdf>
- IREX. *Creating Supportive Learning Environments for Girls and Boys: A Guide for Educators*. Available at: <https://www.irex.org/resource/creating-supportive-learning-environments-girls-and-boys-guide-educators>
- Roset, Montserrat; Pagès, Eugènia; Lojo, Mirta and Cortada, Esther (2008). *Guia de coeducació per als centres educatius: pautes de reflexió i recursos per a l'elaboració d'un projecte de centre*. Barcelona: Institut Català de les Dones, Departament d'Educació, Generalitat de Catalunya. Available at: https://dones.gencat.cat/web/.content/03_ambits/docs/publicacions_eines10.pdf

Gender-sensitive visual materials

- Center for Women's Global Leadership Poster Portal. Available at: <https://rucore.libraries.rutgers.edu/portals/cwgl/>
- Drac màgic. Cultura audiovisual. Available at: <http://www.dracmagic.cat>
- Feminist Visual Arts, British Library. Available at: <https://www.bl.uk/sisterhood/articles/feminist-visual-arts>

- List of feminist comicbooks, Wikipedia. Available at: https://en.wikipedia.org/wiki/List_of_feminist_comic_booksCinema in *Pikara online magazine*: <https://www.pikaramagazine.com/tag/cine/>
- Sens critique. Films Féministes. Available at: https://www.senscritique.com/liste/Films_feministes/134907
- 8 Photographers that Know Gender and Identity are Drag. Available at: https://www.huffingtonpost.com/entry/gender-and-identity-in-photos_us_580fb681e4b08582f88c70f3
- 10 series feministas. Tribuna feminista. Available at: <http://www.tribuna-feminista.org/2016/09/10-series-feministas/>

06. TEACHING HOW TO CARRY OUT GENDER-SENSITIVE RESEARCH

Given that there are several guides and resources for learning how to incorporate a gender perspective in research,¹¹ this section presents two practical examples contextualised within the framework of undertaking Bachelor's Degree Final Projects (TFG) and Master's Thesis (TFM) in the field of education. These examples are considered to provide strategies and tools that can be adopted in other research projects carried out in the different bachelor's and master's degree programmes in this field.

Example 1. Assessment of a TFG (Bachelor's Degree Final Project) of the Bachelor's Degree in Education Studies to compete for the prize for best research project with a gender perspective

Bachelor's Degree in Education Studies

Bachelor's Degree Final Project (4th year, 12 ECTS, UAB)

In the assessment process of projects that compete for the prize for the best research project with a gender perspective from each degree, a guideline that takes into account the different dimensions of research and educational innovation is provided. These prizes are awarded jointly by the Observatory for Equality at UAB and the Catalan Women's Institute.¹² Below, a rubric is developed, and observations made for the assessment of one of the prize-winning TFGs of the Bachelor's Degree in Education Studies (academic year 2016-2017) are shared. It has not been considered necessary to share the score obtained, but rather to explain the assessment process that considers several dimensions for the incorporation of a gender perspective in the TFGs.

TFG title: *(Des)fent. El foment del canvi d'actituds i conductes masclistes o fruit del masclisme mitjançant el grup educatiu [(Un)doing. Promoting a change of sexist attitudes and behaviours or result of sexism through the educational group]*

Author: Carolina Pérez

Tutor: Maria del Mar Durán

11 Some of these resources can be found at: <https://www.uab.cat/web/the-observatory/-research-groups-institute-and-centers-at-uab-1345697880120.html>

12 <https://www.uab.cat/web/the-observatory/-prizes-to-the-best-tfg-s-with-gender-perspective-1345780151810.html>

- I. *Appropriateness of the methodology and the work plan with the stated objectives.* The paper is theoretically and methodologically well-founded. It shows rigour in its development and execution. It provides a state of play and relates the theory of groups and change of attitudes related to the reproduction of patriarchy, in order to justify the need to prevent sexist attitudes and behaviours in adolescence through educational intervention.
- II. *Coherence and methodological rigour.* As an innovative educational proposal to address gender power relations among young people. A planning of activities and sessions is provided. They can be referenced for future educational practices that are assessed in practice, dealing for example with the myths of romantic love among young people and cyber-bullying.
- III. *Theoretical framework.* The paper focuses successfully on forms of domination and violence resulting from a patriarchal society. It also shows how it is possible to educate young people in a critical consciousness in order to transform abusive and unhealthy relationships.
- IV. *Innovation and originality of the topic.* The planning and phases of the paper are well established, the data collection is systematic, and it demonstrates capacity for analysis and reflection. Tools for data collection during the implementation of activities are provided, such as the use of journals.
- V. *Impact of the contributions in the area of gender studies and in its own discipline.* Results and conclusions. This paper is an example of a best practice within the TFGs and educational interventions in secondary education. Its publication can serve as a reference for both trainee and in-service educators.
- VI. *Non-sexist or androcentric use of language.* Non-sexist language is used, following the guide published by the university itself.
- VII. *Application of a gender perspective in the approach and development of the topic.* It is advised to draw on journal evidences as well as young people's narratives about activities in the future, while data resulting from the questionnaires (pre- and post-test) are not considered as meaningful.

Example 2. Learning to be a researcher in the field of education by incorporating a gender perspective in the master's thesis

Master's Degree in Research in Education

Module: *Gender Mapping: Transitions and Identities in Research* (Core Module, 6 ECTS, UAB)¹³

This module is taught by lecturers from different departments in the Faculty of Educational Sciences (Joan-Carles Mèlich, Patricia Olmos and Montse Rifà). It introduces a transdisciplinary view into the problems, epistemologies and methodologies of research in education, from an intersectional feminist perspective. It focuses on research on identity formation and communities with minority social groups, focusing on the analysis of the sex-gender system in the dynamics of inclusion and exclusion, in dialogue with the construction of the otherness. Content is structured as follows: 1. Introducing Gender Studies; 2. Social Cartographies of Gender and Education for Equality; 3. Feminist, Postcolonial and Critical Cartographies for Research in Education; 4. Gender, Identity and Difference in the Educational and Cultural Practices, and 5. Policies, Institutions and Gender Culture. The module is offered to all students of the Master's Degree in Research in Education with specialisations in pedagogy and specific didactics. The study guide includes 14 learning outcomes, including:

(3) Understand the contribution of educational research in the fields of gender studies, postcolonial studies and critical theory.

(7) Design strategies for collecting data in the framework of research on gender and identity.

(13) That students are able to integrate knowledge and deal with the complexity of making judgements from information which, while incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.

This module's main work aims to teach students to incorporate gender perspective in research by rethinking and reflecting on their TFMs, whatever their area of knowledge. The module is about analysing and justifying how gender perspective can be introduced into the TFM research context. The TFM consists of the following parts:

¹³ <https://ddd.uab.cat/pub/procur/2020-21/g43218a2020-21iSPA.pdf> (In Spanish)

1. A bibliographic search on the chosen topic and on gender in order to elaborate a theoretical framework on the state of play of the topic in terms of gender, and to expose important concepts.
2. Afterwards, a justified proposal is made as to which modifications can be made to the research approach to incorporate a gender perspective, for example in conceptual, theoretical or methodological aspects, data collection and data analysis, among others.
3. Reflections and conclusions.
4. Bibliography.

Procedure to be followed:

- First submission: title and topic of the TFM and bibliographic search carried out, with 3-6 entries.
- Second submission: outline or summary of modifications that can be made to the TFM to introduce a gender perspective.
- Submission of the final paper. It is an individual assignment of about 10-15 pages.

Assessment criteria:

- Adequacy of the chosen bibliography and justification of selection criteria.
- Analytical-reflective competence in the development of the theoretical framework.
- Competence of analysis and interference of ideas from the research review.

07. PEDAGOGICAL RESOURCES

7.1 Websites

- Associació Candela. Available at: <https://candela.cat/inicio/>
- Associació Coeducació. Available at: <https://coeducaccio.coop/>
- Feminario de Alicante (2002). *Elementos para una educación no sexista: guía didáctica de la coeducación*. Alicante: Biblioteca virtual Miguel de Cervantes. Available at: <http://www.cervantesvirtual.com/obra-visor/elementos-para-una-educacin-no-sexista---gua-didctica-de-la-coeducacin-0/html/>
- GAUNTLETT, David (1998). *Judith Butler*. Available at: <http://www.theory.org.uk/ctr-butl.htm>
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- *Simref, Seminari interdisciplinar de metodologia de recerca feminista*. Available at: <http://www.simref.net>
- *Stanford Encyclopedia of Philosophy*. Available at: <https://plato.stanford.edu/entries/feminism-gender/>
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- WEINER, Gaby (Gender & Education). Available at: <https://www.gabyweiner.co.uk/>

7.2 Reference Bibliography

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- ANGUITA, Rocío (2011). «El reto de la formación del profesorado para la igualdad». *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 14 (1): 43-51.
- ARNOT, Madeleine and MAC AN GHAILLM, Mairtin (eds.) (2006). *The Routledge Falmer Reader in Gender and Education*. Oxon: Routledge.
- AZORIN ABELLÁN, Cecilia María (2014). «Actitudes del profesorado hacia la coeducación, claves para una educación inclusiva». *Ensayos: Revista de Educación de Albacete*, 29 (2): 159-174 [<https://revista.uclm.es/index.php/ensayos/article/view/562>]
- BANK, Barbara (ed.) (2011). *Gender and Higher Education*. Baltimore: John Hopkins University Press.
- BELAUSTEGUIGOITIA, Marisa and MINGO, Araceli (eds.) (1999). *Géneros prófugos. feminismo y educación*. México: UNAM-Paidós.
- BLANCO, Nieves (coord.). (2001). *Educación en femenino y en masculino*. Madrid: Akal.
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- CASTELLSAGUÉ, Alba; MENA, María; RIFÀ, Montserrat and PUJAL, Margot (2014). «Intro- duciendo la transversalidad de la perspectiva de género en nuevos formatos docentes». En *Unidade de Igualdade*: 57-75.
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- COBO, Rosa (ed.) (2007). *Interculturalidad, feminismo y educación*. Madrid: La Catarata i Junta de Andalucía, Plan de Igualdad.
- CODINA, Pilar; Cortada, Esther and ROSET, Montserrat (coords.) (1994). *Educació no sexista. Experiències educatives*. Barcelona: Graó.
- ESSOMBA, Miquel A. (2007). *Coeducación y prevención temprana de la violencia de género*. Madrid: Ministerio de Educación y Ciencia, Subdirección General de Información y Publicaciones.
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- PIÉ BALAGUER, Asun (2009a). «De la teoria queer i altres maneres de pensar l'educació». *Temps d'educació*, 37: 253-270.
- PIÉ BALAGUER, Asun (2009b). *Educació social i teoria queer. De l'alteritat o les dissidències pedagògiques*. Barcelona: UOC.
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- SUBIRATS, Marina (2007). *Balones fuera: reconstruir los espacios desde la coeducación*. Barcelona: Octaedro.
- SUBIRATS, Marina (2017). *Coeducación, apuesta por la libertad*. Madrid: Octaedro.
- TALBURT, Susan and STEINBERG, Shirley (eds.) (2005). *Pensando 'queer': sexualidad, cultura y educación*. Barcelona: Grao.
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- UNIDADE DE IGUALDADE (2014). *III Xornada en Xénero. Docencia e Investigación*. Minute book. Vigo: Universidad de Vigo.
- VV.AA. (1999). *Pedagogia amb veu de dones*. Barcelona: Universitat de Barcelona.
- VV.AA. (2000). *Pedagogia del segle xx en femení*. Barcelona: Universitat de Barcelona.

7.3 Glossary

Coeducation. “Educational action that promotes real equality of opportunity and gives equal value to experience, skills and social and cultural contribution of women and men, with equal rights, without sexist, homophobic, biphobic, transphobic or androcentric stereotypes or discriminatory attitudes based on sex, sexual orientation, gender identity or gender expression.” Section 2.d of Spanish Law 17/2015 on Gender Equality.

Feminisation. Saskia Sassen refers to feminisation of survival or feminisation in the context of economic globalisation as “the feminisation of the labour force, a phenomenon that with different features has increased over the last three decades in the hegemonic and peripheral countries, and the feminisation of poverty” (Vega Solis and Gil Araujo in Sassen, 2003: 20-21). In the field of education, while the over-representation of women in these studies is often criticised, this high presence is directly related to the precariousness of jobs in education, especially in early childhood and primary education, which are more associated with care work.

Performative Education (or performatic). *Performative or performatic* function as adjectives designating an education or pedagogy based on performance. From this perspective, open learning processes are valued, as a result of classroom actions; personal and collective experience of the political construction of identities, bodies, genders, and sexualities; and pedagogical relations based on playing, performance and experimentation.

7.4 Links to course guides for gender-specific subjects

- Gender Mapping: Transitions and Identities in Research. Master's Degree in Research in Education (UAB). Available at: <https://ddd.uab.cat/pub/procur/2020-21/g43218a2020-21iSPA.pdf> (In Spanish)
- Diversity and coeducation. Bachelor's Degree in Early Childhood Education (US) Available at: <https://www.us.es/estudiar/que-estudiar/oferta-de-grados/grado-en-educacion-infantil/1940010> (In Spanish)
- Education and gender in a changing society. Master's Degree in Women, Gender and Citizenship Studies (IIEDG). Available at: <https://www.iiedg.org/ca/master/pla-destudis-2010-2011> (In Catalan)
- Education for Gender Equality. Degree in Social Education (UIB). Available at: <https://www.uib.eu/Learn/estudis-de-grau/grau/edsocial/GEDS-P/22322/>
- Gender and education (University of Gothenburg). Available at: <https://www.gu.se/en/cultural-sciences/about-us/organisation/gender-studies-unit>
- Gender and Education – An Intersectional Perspective in Contemporary Settings (Malmö University). Available at: <https://edu.mah.se/en/Course/BU125E>
- Gender and Primary Education (The University of Edinburgh). Available at: <http://www.drps.ed.ac.uk/17-18/dpt/cxeduc10093.htm>
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- Educating For Gender Equality. Bachelor's Degree in Primary Education (UA). Available at: <https://cvnet.cpd.ua.es/Guia-Docente/?wlengua=en&wcodasi=17803&scaca=2020-21>
- Master in Equality, Gender and Education (USC). Available at: <https://www.usc.gal/en/studies/masters/social-and-legal-sciences/master-equality-gender-and-education>
- Sexuality, Women and Gender in Psychology and Education Certificate (Teachers College, Columbia University). Available at: <https://www.tc.columbia.edu/lgbtq/education/certifications/>

08. FOR FURTHER STUDY

8.1 Specialised bibliography

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It is proper to professionals of pedagogy and education to recognize and combat inequalities.

The Guide for mainstreaming gender in university teaching of Education and Pedagogy offers proposals, examples of good practices, teaching resources and consultation tools to learn how to interpret the implications of the sex-gender system in education and the influence of the gender perspective in teaching, knowledge transfer and research.



Check out the guides from other disciplines at vives.org

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