Abstracts: Gender and Education Association Conference 2015

## Friday 26 June

**10.45-12.45 (Gilbert Scott Lecture Theatre)**

Pedagogies of Space

***Using and making space and spatiality***

Gender in the Moment: The Merging Spatial Experiences in Lives of African Girls

**Sandra Schmidt, Teachers College, Columbia University**

Gender as social construction/disruption privileges social institutions in evaluating uneven access. Gender studies scholars and feminist theorists offer a rich tradition of understanding gendered constructions/conceptions and their social consequence/performance. Social analysis tends to overlook how space matters. It is recognized, but rarely central to analysis. Feminist geographers center space in their analysis of the regulation of gender, supposing that inequitable experiences arise from how male/female, feminine/masculine are built into physical landscapes. I expand this analysis, using critical geography to explore the intentional ways girls reconceive of themselves and space to produce meaningful encounters. My research uses photovoice to examine how African youth move through New York City beneath Afro-pessimistic discourses. Unpacking gendered narratives reveals both mergers of and slippage between social contexts that live in a seemingly coherent space. The decision of an Ivorian youth to cover is specific to a space and moment, informed by her readings of her surroundings, desired performance/closeting, and similar experiences at “home”, in the mosque, among friends, etc. The action is individual and unstable depending upon the rendering of these spatial experiences. The data analysis demonstrates that spatial expectations and experiences are reborn with different outcomes across the girls in the study. The presentation and research are significant in helping educators understand how immigrant youth draw upon multiple and sometimes contested spatially-informed social ideas as they construct new identities and relationships in new schools and communities. The presentation expands the tools we have for examining and addressing gender and the social needs of immigrant girls.

**Keywords:** spatial theory, heterotopia, immigrant youth, photovoice, Africa

**Sandra J. Schmidt** is an assistant professor of social studies education at Teachers College, Columbia University.  Her research explores how spatial experiences shape young people's movement, agentive claims, inclusion in school spaces and curricula, and social identities. Her research is grounded in queer, feminist, and postcolonial methodologies.  She has published in Gender and Education, Teaching and Teacher Education, Equity and Excellence in Education, and Journal of Curriculum Studies.

**Aesthetic Material Biographies: Producing Spaces of Power Through Artmaking and Object-Oriented, Feminist Pedagogies**

**Jaye Johnson Thiel, Brooke Hofsess**

**University of Tennessee, Appalachian State University**

How do objects evoke us to remember, express, and live out the embodied literacies of playing, exploring, and creating? How does engagement with objects and art making decolonize and renew women’s bodies within the spaces of teacher education? How do artist-teachers-researchers become (re)connected to sensory materials and the embodied processes of art making? Drawing from recent classroom workshops in the USA, the authors explore these questions by sharing their work, Aesthetic Material Biography (A:M:B), as a way to explore social, political and cultural inequalities and produce new social spaces of power through the process of making and creating visual representations of experience.

Using theories of feminist new materialism and building on the methods of collective biography, the authors developed A:M:B as an object-focused, feminist pedagogy that invites a collective re-acquaintance with salient materials. A:M:B moves between visual-verbal creative processes, (writing, drawing, sculpting, collage) to evoke and awaken affects, memories, sensations, and stories through material/object encounters. In turn, these works of art become a way in which teachers wrestle with performative and embodied understandings of self in relationship to social, cultural, and political configurations of material. Multimodal art projects are seen as data and explored as a collective meaning-making apparatus exercised through four provocations: 1) listening to materials or objects as memories, 2) listening to materials/objects as visual art making, 3) listening to the material/objects of others, and 4) listening to the material/objects as diffractive practice.

**Keywords:** feminist new materialism, teacher renewal, feminist pedagogies, embodiment, multimodality, arts-based educational research

**Jaye Johnson Thiel, PhD** is an Assistant Professor at the University of Tennessee, Knoxville in the Department of Child and Family Studies. Dr. Thiel explores children’s multimodal literacies, educational equity, and the intersections of race, social class, and gender. Specifically, she considers how the material and the discursive entangle to create unique opportunities for children and adults to find intellectual fullness during creative play and how these intellectual moments serve as counter narratives to deficit discourses surrounding women, children, families, and teachers.

**Brooke Hofsess, PhD** is an Assistant Professor of Art Education at Appalachian State University in Boone, North Carolina. Dr. Hofsess explores the inquisitive and entangled practices of artmaking, teaching and research within the field of art education. Her research agenda continues to encounter issues of art teacher renewal and professional development through arts-based approaches to qualitative research methodologies. These approaches are informed by her creative practices of papermaking, book arts, and letterpress printing.

# Sustainable gender equality work at preschools and schools in the Nordic countries? – An empirically based model of ‘best practice’

**Mia Heikkilä, Mälardalen University, Sweden**

This paper analyse empirical examples of so-called ‘best practice’ concerning gender equality work in preschools and schools in the Nordic countries. The aim is to create an empirically based model of how to understand and problematize ‘best practice’ of gender equality work. ‘Best practice’ is here broadly seen as examples of gender equality work done in schools and also identifying certain dilemmas that occur when working to promote gender equality in preschools and schools. The Nordic dimension is high lightened in this paper because of a historically long tradition of promoting gender equality in the Nordic countries. Therefore this paper examines if there is anything that can be considered as a common ‘Nordic’ way of working to promote gender equality in preschools and schools.

The material consists of 59 interviews, policy document analysis and eleven school visits in all the Nordic countries and autonomous territories.

This study shows that work for gender equality in the Nordic countries differs a lot. The results demonstrate that regulations concerning gender in policy documents play a central role in what kind of promotional work that exists.

This paper presents a model for gender equality work in schools and success factors can be categorized as three different stages based on the empirical analysis. All stages consist of five success factors that are looked upon differently in the different stages. This model can be said to be both this study’s results, but also a tool for local analysis as to how to develop the existing gender equality work.

In my paper and my presentation I want to address gender equality work at schools in educational practice and how it is done sustainably, but also what challenges there are to handle in that work. This paper is based on feminist organisation theories (Wahl et al, 2011, Acker, 1977, Heikkilä 2013).

**Keywords:** gender, gender equality, organisations, models, school, preschool

**Mia Heikkilä** is at the moment a researcher and senior lecturer in education at the School of Education, Culture and Communication at Mälardalen University in Sweden. She is conducting research on several topics; co-produced gender equality work in different societal organizations, men and male teachers in preschools and on inclusive play, gender, ethnicity and toys.

## Fear of sexual assault amongst female students at a South African university residence

**Dr Shakila Singh, University of KwaZulu Natal**

Sexual assault is increasingly recognised as a critical and widespread problem on university campuses. The high prevalence contributes to widespread fear of sexual assault, which is almost exclusive to women. Fear undoubtedly restricts women’s movements and activities at the university and hence limits their potential to participate fully and experience campus life positively. Approaches that explore geographies of danger and spaces of sexual assault have focused on sexual crime as manifestation of gender inequality and fear of public spaces. Research has suggested that the attachment of fear to public spaces and the precautions that women have to take are an expression of patriarchy that restricts the spaces for women to use. However, substantial research studies have shown that high incidence of sexual abuse of women are by their intimate partners within private spaces such as the home. University residences may be construed as both public and private spaces simultaneously. In the South African context of women’s vulnerability to gender and sexual violence, this article draws on the data of an online survey and individual interviews to understand the extent and nature of women’s fear of sexual assault at campus residences. It explores the social, gendered and institutional contexts that contribute to female residence students’ fear of sexual assault with a view to working with them in planning effective inventions to address their fears.

**Keywords:** Sexual violence, fear of sexual violence, university residences, female university students

**Dr Shakila Singh** is a senior lecturer in Gender Education at the University of KwaZulu Natal in South Africa. Her teaching and research interests include: Gender, Identity, Sexuality, Gender violence and HIV & AIDS Education.

**10.45-12.45 (G001)**

Activism, Feminist Research and Praxis

Strategic Misogyny Workshop: navigating sexism in the university

**Facilitated by members of the Goldsmiths Feminist Postgraduate Forum: Heidi Hasbrouck, Leila Whitley and Tiffany Page.** [**http://strategicmisogyny.wordpress.com/**](http://strategicmisogyny.wordpress.com/)

Universities are intensely hierarchical spaces that can reproduce and perpetuate various forms of inequality and discrimination. As a feminist working group, we came together out of a shared awareness of the sexism we faced. As feminist academics we were confronted with having to place our theoretical beliefs into practice. One by one we whispered out of earshot, testing the boundaries of our colleagues and friends. Were they experiencing these assaults? Were they bothered by the injustice we witnessed?

We began Strategic Misogyny as a project to expose sexist acts, and to connect the dots between stories of sexism at our university and others in the UK and beyond. Our mission is to expose its systematic nature so that we can intervene in its reproduction and institutionalisation. We share our personal stories, as well as other news of institutional sexism. We recognise our experiences exist as part of a wider social structure of patriarchy, and that sexism often collaborates with other forms of discrimination, leading us to confront sexism from an intersectional perspective.

This workshop is two-fold. It includes sharing practical and strategic movements to stop systemic sexual harassment and abuses of power within the university – presenting successes, foibles, feminist theory and the academics that gave us strength to continue. It is also a brainstorming session - How do we break and rebuild a system that supports sexism and sexual violence through bureaucracy, networks, skirting responsibility and confidentiality agreements? How do we use feminist theories in practice? How do we re-write policies that oppress, and ensure they are enforced?

**Keywords:**Sexism, University Structures, Complaints process. brainstorming session, misogyny, harassment

**Heidi Hasbrouck** is an academic and filmmaker completing her PhD at Goldsmiths. Her research uses feminist marxist theory and documentary filmmaking to interrogate the relationship between the image of the American Diner Waitress and their labour. Outside of academia she works as a researcher and arts facilitator with children and young people.

**Leila Whitley** is an academic, recently completing her PhD (viva pending) from Goldsmiths. Using cultural theory and migration studies, her research focuses on borders and immigration with a particular interest in hispanic diaspora in the US. She teaches media at both Goldsmiths and University of Winchester.

**Tiffany Page** is an academic completing her PhD at Goldsmiths. Her research investigates what remains troubling and difficult within feminist theoretical conceptions of vulnerability. With a background in feminist theory and psychology, Tiffany previously worked in management consultancy in New Zealand and Singapore.

**10.45-12.45 (G070)**

Acting for and reflecting on gender equality moves

***Gendered roles, gender equality: promises and possibilities***

Educated girls and women in Tanzania: Negotiated educational pathways

**Hanna Posti-Ahokas, Mari-Anne Okkolin, Magreth Matonya, Elina Lehtomäki University of Helsinki**

The paper draws on key findings of a multidisciplinary research project on achievements and challenges of educational equity policies, processes and practices in Tanzania. Drawing on critical approaches to study of education, policy is seen as a process of negotiation and contestation where the ultimate beneficiaries of policy should be involved. The qualitative research findings focus on experiences and perceptions of girls and women, also with disabilities, who have succeeded to continue their educational paths up to secondary and higher education. Actor-centred methods, including interviews and empathy-based stories were applied to capture voice and to enable contextual understanding of experience. A voice-centred relational method of analysing interview data was used to locate the individual experience within a socio-cultural context to understand how girls and young women are navigating through the education system under the influence of complex social and cultural structures. Complementing the existing quantitative monitoring of education development in Tanzania, particularly gender equality, the findings highlight that: 1) access to and advancement in education are social processes tied to a complex set of personal, institutional and socio-cultural factors, 2) female students consider own responsibility and learning strategies important for success in studying, 3) during the transitions between levels of education, the role of extended families becomes critical. The findings emphasise the importance of including voices of girls and women in designing efforts that aim to enhance their participation and advancement in education.

**Keywords:** Educational pathways, girls, women, actor-centred methods, Tanzania, Sub-Saharan Africa

**Hanna Posti-Ahokas**, PhD. (Education), Post-doctoral researcher at the Department of Teacher Education, University of Helsinki, Finland. In her doctoral dissertation: “Tanzanian female students’ perspectives on the relevance of secondary education” (2014), Hanna studied the current problems related to access, quality and transitions in Tanzanian secondary education from a female students’ perspective.

**Mari-Anne Okkolin,** M.Soc.Sc, PhD (Phil.)Post-doctoral researcher at the Centre for Research on Higher Education and Development at the University of the Free State (South Africa) and Department of Education, University of Jyväskylä (Finland). Mari-Anne is sociologist and educationalist. Her dissertation: “Highly Educated Women in Tanzan

ia - Constructing Educational Well-being and Agency” was approved with honours in 2013.

**Magreth Matonya**, Doctoral student at the University of Jyväskylä, Finland and University lecturer at School of Education, University of Dar es Salaam, Tanzania, is finalising her doctoral dissertation: “Accessibility of Higher Education in Tanzania, Experiences of Women with Disabilities”.

**Elina Lehtomäki**, Adjunct Professor, PhD. (Education), was the Principal Investigator of the research project: “Educated girls and women in Tanzania: socio-cultural interpretations on the meaning of education”, Funded by the Academy of Finland in 2007-2011. The research reported in this paper has mainly been conducted as part of this project.

Implementing gender equality actions: triggering learning processes in organisational contexts

**Anita Thaler, Birgit Hofstätter, Magdalena Wicher Alpen-Adria-Universität**

With an action research design, the study GenderTime (the EU-funded project GenderTime is carried out by six research and higher education organisations across Europe: <http://www.gendertime.org/>) first evaluates existing measures of promoting women in research and then implements (and monitors) tailor-made action plans to improve gender equality within the respective organisation. A core of this organisational change research project is knowledge transfer within the respective institutions as well in between the participating organisations. In a final step good practice experiences (for instance how organisational barriers for gender equality actions can be overcome) will be shared with other organisations. So called transfer agents ensure that knowledge will not only be shared during the project time, but sustainably implemented in the respective organisations.

This talk focusses on the knowledge transfer approach and educational potential of the organisational change processes, about how they impact awareness among staff members for gendered issues at their own institution. The case study presented here is the Austrian research centre IFZ, an institution that has inscribed the paradigm of gender equality since its founding days. While applying instruments to survey the common understanding of career, gender equality and issues of work-life balance these instruments were observed to already have an awareness raising impact on the staff members and thus supporting acceptance for the implementation process. In this talk we will discuss which instruments are suitable to create settings of reflection and organisational learning.

**Keywords**: gender equality, research organisations, higher education, knowledge transfer, action research

**Anita Thaler** is researcher, head of the research unit ‘Women – Technology – Environment’ at IFZ and lecturer at the University of Graz and Alpen-Adria-Universität Klagenfurt. She has studied Psychology (she is a certified work psychologist), Education Science and Women’s and Gender Studies. Her research comprises comparative studies of gender aspects in science and technology organisations, and gender and technology knowledge in formal and informal learning arenas.

**Birgit Hofstätter** is a researcher at IFZ – Inter University Research Centre for Technology, Work and Culture in Graz, Austria, and teaches at Alpen-Adria Universität Klagenfurt | Wien Graz (AAU). She is a trained high school teacher and holds a degree of Interdisciplinary Gender Studies. Her studies and teaching mainly focus on technology education, representations of gender and sexuality in media. Birgit Hofstätter currently is PhD candidate at AAU in the field of Science, Technology and Society Studies (STS).

**Magdalena Wicher** is researcher at IFZ within different research fields; on the one hand on gender aspects in science and technology education as well as gender and technology in the media and on the other hand on sustainable office buildings and user satisfaction. She has studied Psychology with a focus on Gender Studies and Environmental Psychology.

Challenges of social inclusion: gender, inequalities and human rights: Africa

**Shaba Tunde, Bokma Foundation, Nigeria**

Africa remains the most unequal continent in the world, presenting significant challenges to overall regional development. This paper concentrates on the key Challenges of social inclusion as it affects gender, inequality and human right. Drawing on the challenges of social inclusion and the possible implementable policies as enablers and goals of development, the paper first illustrates the challenges of gender, inequality and human right. The framework of the study identifies various affected points in the relationship between global and domestic expectation. The second part of the paper reviews key reasons for social exclusion and exclusion Causes, framework to which the difference between reasons and consequences deriving from social exclusion were address. The third part reviews key concepts and patterns of challenges of social inclusion that represent the element of the general aims to create, maintain, and strengthen processes where groups and individuals, notwithstanding their differences can lead a better life, framework to which a broadening policy and innovative implementation agenda needs link up more strongly. Overall, the conceptual review underlines that question of how policy and implementation solve the challenges of social inclusion in the nation and contributing to a global agenda for development. The paper however, in conclusion shows that, responsible social inclusion can build a new social order, based on greater equity, gender and human dignity. Recommended comprehensive policy reform, aimed at strengthening the national social inclusion system and enhancing the social justice services, social economy development and innovative implementations.

**Keywords:** Policy research on gender, inequality and human rights

**Shaba Tunde** a gender activist,holdsa master’s degree in finance from University of Uyo and has served as an indispensable resource on gender, education and economic affairs for both international and national audiences. He has been working actively with global stakeholders which includes UN Sustainable Development Solution Network, Master in development practice (MDP Columbia University), UNCTAD, MDG’s and civil societies. He is currently working as a development researcher and program developer in the field of economic, education, social change, trade and gender for Bokma foundation, some of his research works includes Trade and gender; violence against women and children; challenges of social inclusion: gender and inequalities; early childhood development, education, and transition to work; innovative implementation for maternal, newborn and child health policy in Nigeria primary health care’s; and regional intra Africa trade development among others.

Gendered discrimination as the bottleneck for sustainable development: An exploration of gender inequality in education and feminisation of poverty in Sub-Saharan Africa

**Elham Torabian, Institut des Etudes Politiques**

Gender-based discriminations are constructed by a myriad of policies and practices that not only undermine women’s capabilities in exercising their basic human rights but also hinder sustainable development. Inequalities in educational and economic domains are perhaps among the most visible and destructive of the discriminations against women's inclusion in building sustainable societies. Feminisation of poverty, originally coined in 1976 by Diana Pearce, has indeed emerged as a global concern illustrating the higher incidence and severity of poverty among women and its association with the rising number of female-headed households. As a holistic framework, feminisation of poverty highlights pathologies of power, intersectionality and multi-dimensionality of poverty that affect the livelihood of women and men differently through gendered rules of power, access, distribution, and participation in different social domains including Education. Education inequalities are in turn both a cause and a consequence of other forms of discrimination including feminised poverty. Gender inequalities in education and economic opportunities are due to both social reproductions of shared cultures and beliefs on the one hand, and lack of good governance, gender-sensitive laws and policies that inhibit gender mainstreaming at national and institutional levels, on the other. In effect, ‘Where countries have made advances in women’s empowerment and gender equality, they have witnessed lower levels of corruption over time’ (Transparency International policy brief, 01/2014).

This study is an attempt to understand and reflect on the interplay between gender inequality in education and feminisation of poverty in Sub-Saharan Africa (SSA) and their counterproductive impact on sustainable development. To this end, adapting a gender perspective, the study will draw on international reports and indicators including Global Gender Gap Index (2014); Millennium Development Report (2014); and Transparency international rankings (2014), among others. The study is divided into three main parts: the first part seeks to explore and analyse the intersectional nature and causes of poverty cycles among women in SSA. The second part will discuss the current and established trends of gender representation in SSA education by shedding light on some of the societal and political factors. In this part, I will also delineate how inequalities in ‘access to, within, and through education’ (Subrahmanian, 2003) are dovetailed to female poverty. In the last part, I will discuss the negative impacts of gendered inequalities in educational and economic spaces on sustainable development in SSA. This paper is therefore of significance to development practitioners, gender and education specialist organisations and individuals.

**Key words:** gender equality in education, feminisation of poverty, gender mainstreaming, good governance, sustainable development

**Elham Torabian** is an education doctoral student with the Institute of Education, University College London currently teaching a course on ‘gender, social inclusion and development’ in Institut des Etudes Politiques (Sciences Po­Paris) and advising a Paris­based NGO on their women empowerment project in DRC, Africa. I have worked as an international consultant for the past 8 years developing approx. 30 projects in different regions (Middle East, Central and South East Asia, andAfrica ) in the fields of education, women empowerment, children's rights and poverty reduction.

Life After School: Young Australian men's trajectories,

identities and networks in the post-school year

**Garth Stahl, Sue Nichols**

**University of South Australia**

The aim of the research initiative is to explore the experiences, subjectivities, and identities of fifteen Australian young men in their first year of non-compulsory schooling. There are silences regarding masculinities in the time of transition from post-compulsory schooling. Currently, masculine subjectivities are being produced in a robust neoliberal discourse where educational processes are fundamentally about “continually changing the self, making informed choices, engaging in competition, and taking chances” ([Phoenix 2004, 229](#_ENREF_1)). Men both adopt and reject the neoliberal discourses of continuity and change that underpin widening participation, which emphasizes self-regulation and mobility against deficit models. This paper showcases the early findings of a research study that uses multiple paradigms in masculinity, aspiration, and widening participation, in order to foster understanding the relationship between adolescent male identity, academic engagement, and student motivation in education. Through the use of extended interviews, there is an exploration of how fifteen adolescents negotiate their identity in a changing context, a ‘liminal’ time between youth and adulthood where participants may pursue employment, higher education, vocational education, etc. Through the use of extended interviews, we hope to extend our understanding of the plurality of masculinities in different contexts. Our main research questions are:

1. What are the social and educational experiences of these young men in the first year out of school? How do these experiences and networks foster change in identity over the course of the year?
2. In terms of experience, what are the impacts on the gendered identity and achievement of different class backgrounds, degree courses, places of study, and geographical locations?

**Keywords:** widening participation; subjectivities; liminal; aspiration; masculinity

**Works Cited**

Phoenix, A. (2004). "Neoliberalism and Masculinity: Racialization and the Contradictions of Schooling for 11-to-14-Year-Olds." *Youth Society* 36(2): 227-246.

**Garth Stahl** is a theorist of sociology of education. His research interests lie on the nexus of neoliberalism and socio-cultural studies of education, identity, equity/inequality, and social change. Currently, his research projects and publications encompass theoretical and empirical studies of learner identities, gender and youth, sociology of schooling in a neoliberal age, gendered subjectivities, equity and difference, and educational reform. Of particular interest are exploring neoliberal counternarratives around 'value' and 'respectability' for working-class youth.

**Sue Nichols** leads the Multiliteracies and Global Englishes Research Group in the Centre for Research in Education. Her research in the fields of literacy, family involvement, practitioner inquiry, and inclusive education has been supported by national competitive and university grants. She has worked in collaboration with many professional and community organisations to investigate learner participation and literacy development. Her research crosses diverse contexts including libraries, universities, school classrooms, kindergartens, shopping malls, and religious organisations. As society increasingly moves into online spaces, her research and teaching has followed, investigating changing literacy and learning practices. She has written about these issues from the perspectives of place, networks, social relations, and identity formation.

**10.45-12.45 (1014)**

Affect, power and care

***Affecting power, the power of affect***

Terror(ism) in the classroom: The queer pedagogy of affect

**Alyssa D. Niccolini, Teachers College, Columbia University**

Part of a larger empirical study on censorship events in US secondary classrooms, this study draws on interview data and autoethnographic work to explore the affective fervor that ensued when a Muslim woman’s pleasure in lesbian erotica was censored in a NYC public school. I conceptualize this ‘event’ within a Deleuzian (1990) framework as a confluence of forces (Stagoll, 2010, p. 89) and affects (Deleuze and Guattari, 1987). Affect theory may be a particularly apt intervention in queer educational studies since as Puar (2007) writes, “affective analyses can approach queernesses that are unknown or not cogently knowable, that are in the midst of becoming, that do not immediately and visibly signal themselves as insurgent, oppositional, or transcendent” (p.204). Traversing a range of bodies (human, material as well as ideational), affects tap simultaneously into intensely localized energies and larger geopolitical forces. In this particular event, a queer Muslim body was constructed, administered and ‘corrected’ within a NYC public school invoking tactics of the War on Terror to surveil, detain and target particular bodies. Puar and Rai (2002) and Puar (2007) have argued that gender and sexuality are central to these projects and that the wake of 9/11 has seen “an aggressive heterosexual patriotism” where the conflation “monster-terrorist-fag” (Puar and Rai, 2002, p.117) is pinned on Islamic bodies deemed threatening. I argue that this student invoked the specter of this terrorist body and became a target of censorship and controversy. Yet rather than the disciplinary act reinstating the official (national) curriculum, it unleashed a battery of unwieldy affects that elicited their own forms of pedagogical force.

**Key words:** affect, queer theory, Deleuze and Guattari, War on Terror, Muslim identities

**Alyssa D. Niccolini** is a doctoral candidate in English Education at Columbia’s Teachers College. Her work on affect, sexuality, gender and secondary education has been published in *Sex Education: Sexuality, Society and Learning, Gender and Sexuality in Education: A Reader, Journal of Curriculum Theorizing, Discourse: Studies in the Cultural Politics of Education, Bank Street Occasional Papers Series* and *The English Record*. She has taught in Brooklyn, New York, the Khayletisha Township in Cape Town, South Africa and in Germany. She currently teaches ELA to public high school students in NYC through Sponsors for Educational Opportunity (SEO).

Embodied, Emotive, Experienced and Empathic in the Ivory Tower

**Gyöa Margrét Pétursdóttir, University of Iceland**

Sexual misconduct/violence in various forms perpetrated by male professors against their female students has been brought to society´s attention by the media on both sides of the Atlantic (e.g. Schuessler 2013; Brunning 2013). Sometimes, it seems, resulting in professors being de-hired, only to be re-hired somewhere else due to universities’ impotence in dealing with such matters. This story – to some extent a different one, yet taking place in the same setting – is the tale of the 2013 recruitment, and sub-sequent de-recruitment, to the University of Iceland of a powerful elite; a former political party leader, Member of Parliament, Minister and Ambassador. He was publicly called out in 2012 for his alleged sexual offences, perpetrated some years earlier, against his wife´s niece when the niece was a child and a teenager (Tómasdóttir 2012). The story of his de-recruitment, which I am co-responsible for, is told from my perspective as an Assistant Professor at the faculty of his initial recruitment. The purpose of this narrative is to answer the broader questions this case sparks about embodiment, emotions, experience and empathy in the academy. This is done by exploring two interrelated concepts: ‘engaged pedagogy’ as practiced by self-actualized educators that transform theory into practice by igniting passion in the classroom (hooks 1994) and ‘ethic of personal accountability’ that simultaneously questions the ideas and the persons presenting them when validating knowledge claims (Collins 2000). The basic aim of telling this story is to challenge power and dominance, and thereby transgress boundaries in academia and society at large.

**Keywords:** Sexual violence, engaged pedagogy, academic conduct

**Dr. Gyda Margrét Pétursdóttir** is an Assistant Professor in Gender Studies at the Faculty of Political Science at the University of Iceland. She earned her PhD in 2009 and her main areas of research are femininities, masculinities, gendered organizations and work cultures.

# Schoolgirl Shame: affect and pedagogy

**Melissa Wolfe, Monash University**

This article contributes to the discussion of gender inequality in schools with the central theme tracing ways that affect im/mobilises agency in the classroom. In this paper I draw on both Judith Butler (1993) and Karen Barad’s (2007) theorising of performativity to discuss pedagogical encounters of Australian, once were, schoolgirls. In these recounted events I attempt to understand how the affective performance of shaming, as constitutional, results in feelings of unbelonging that not only inhibit interest but in fact stultify these students. I alternatively consider if shame, *when recognised as materially discursive*, can actually result in a complex performative repositioning that may be productive of agency. I argue that what I call ‘the schoolgirl affect’, as distinctly gendered practices in schools, constitutes a schoolgirl body that refracts its capacity for action. The schoolgirl produced as naturally unequal is pedagogically unethical and these questions regarding shame and ways it may affectively constitute schoolgirls, I consider to have important implications for ethical educational practice.

**Keywords**: Schoolgirls, performative, intra-action, visual research, inequality, relationality

Barad, K. (2007). *Meeting the universe halfway: quantum physics and the entanglement of matter and meaning.* Durham: Duke University Press

Butler, J. (1993). *Bodies that matter: on the discursive limits of “sex”.* New York: Routledge.

Melissa Wolfe is an educator and photographer who taught Media and Visual Art in Victorian secondary schools for almost twenty years. Melissa has an undergraduate degree in fine art and postgraduate degrees in education (Master of Education) and media (Masters pre-lim). She is currently in her final year of her PhD research at Monash University where she is also a sessional tutor in teacher education. Her filmic research examines gendered experiences undergone at secondary school in Australia. *Girls Tales: experiences of schooling* (Wolfe, 2014) is a diffractive account entangling theories of performativity (Butler, 1993, 1999, 2004) materialistic insights (Karen Barad, 2007) and a Deluzian lens on Spinoza’s articulations of Affect. Melissa considers how an entity, is not just linguistically, but aesthetically and affectively constituted within a temporal and situational context.

Primero Madres: Affect, Love, and mothering

in the educational lives of Latina/os.

**Mirelsie Velazquez, PhD, University of Oklahoma**

This paper seeks to examine the historical and contemporary role of Latina *madres* (mothers) in the United States, within the educational lives of their children and communities. Latinas, whether mothers, activists, or both, have been active participants in the schooling lives of their children as they sought educational equality for their community amidst the growing racial politics they contended with within U.S. schools. Here, these mothers challenged traditional ideas of feminism as they became activist mothers, and this activism served as a tool for survival (or *sobrevivencia*) in their quotidian practices. These mothers transformed their children’s lives (and by extension their own lives and the lives of their community) through activist practices and acts of love, and in doing so complicate traditional roles of both feminists and Latinas. I utilize Chicana feminism, and specifically Gloria Anzaldúa’s work to speak of the instersectionality of Latina identities (gender, sexuality, ethnicity, class) to speak of the everyday lives of these women. Similarly, I turn to the works of Eve Sedwick and Clare Hemmings to understand how their everyday realities make it difficult to separate their care and love practices from their activist identities and how their bodies are sometimes subject to regulation and control within these spaces. I will also engage with Chicana feminist theory to contextualize how the *everyday* is a site in which we can begin to understand how for these mothers schooling and mothering are both depended on and in conflict with one another. For Latina mothers their need to reclaim educational spaces for their children comes to exemplify the “theory in the flesh” as argued by Cherrié Moraga and Gloria Anzaldúa, as these *madres* see their children and community as an extension of their own bodies, and come to internalize the violence of schooling inequality as emotionally connected to their own selves. I do so by examining particular historical and recent sites in which Latina mothers have engage in activism to confront schooling injustices.

**Keywords:** Latina women, Activism, Mothering, American Schools

**Mirelsie Velazquez** is an assistant professor of Educational Studies at the University of Oklahoma. Dr. Velazquez is an educational historian interested in issues of race/ethnicity, historical research in education, and gender and sexuality. She teaches courses on History of American Education, Critical Race Theory, Latino Education, Oral History, and Historiography of Education. Her research is on History of Latino Education, Puerto Rican history in the diaspora, social movements, and history of Latinas in the U.S. Locally, Dr. Velazquez is working on issues pertaining to community involvement in Latino and African American communities, as well as access to higher education for underrepresented communities of color. She is currently completing her book manuscript, *Winning Means Hope: Schooling Puerto Rican Chicago, 1940-1977*, in which she historicizes the Puerto Rican community in Chicago as they maneuver the educational system in the city.

Regulating the student body/ies: university policies and student parents

**Marie-Pierre Moreau**

**University of Roehampton**

Despite a cultural positioning of care at the margins of academia, student parents now represent a significant proportion of the academic population in England and in other Western countries. Research shows that, beyond the diversity of their experiences, time, childcare, financial, and health and well-being related issues prevail among this group (Brooks, 2012; Marandet and Wainwright, 2010; NUS, 2009). However, extant research has concentrated mostly on the experiential level - often alluding to policies, yet rarely focusing on their role in compounding or easing the issues experienced by this group. This article uses the lens of sociological and feminist theories (e.g., Crompton, 1999) and draws on qualitative data collected in ten English higher education institutions. It is argued that, through policies which are often geared towards child-free students, universities reinforce discourses which normalise the ‘care-free’ student and marginalise student parents. However, despite the prevalence of this policy discourse of student parents, attempts to redefine the student body/student bodies in more inclusive ways are also identified, suggesting a partial transformation of academic cultures.

**Keywords:** student parents – higher education – academic cultures - education policy – care – gender

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**Marie-Pierre Moreau** is Reader in Sociology of Education at the University of Roehampton, UK. She is also Co-Director of the Paulo Freire Institute-UK & Research in Inequalities, Societies and Education research centre and an elected Executive Member of the Gender and Education Association. Her research is at the nexus of education, work and equality issues, with particular reference to gender. She is the author of two books and of a range of articles published in high-ranking international journals."

**10.45-12.45 (2001)**

Gender Norms and (Hetero)normativity

Negotiating heteronormative ‘bullying’ discourses in US, UK and Australian Schools

**Convenor, Professor Jessica Ringrose, UCL Institute of Education**

Current research and policy conversations on school climate and bullying predominantly focus on student victimization; correlations between victimization and negative psychological, social, and educational outcomes; and schools’ responsibility to protect vulnerable students. These conversations reduce complexities of peer-to-peer aggression to “anti- social behaviour where one student wields power over [a victim]” (Walton, 2011, p.131). In this symposium we argue overt violence termed “bullying” is the surface-level effect of heteronormative cultures that provide social benefits for policing non-normative sexualities and gender expressions (Payne, 2007). Targeting others for their failure to “do” gender and (hetero)sexuality “right” is a learned mechanism for improving or affirming one’s own social status as well as re-affirming the “rightness” and “naturalness” of the gender “rules”. Those outside the hegemonic norm are “policed by their peers and denied access to social power and popularity, while those who do conform are ‘celebrated’” (Payne & Smith, 2012, p.188; Ngo, 2010). Papers in this symposium seek to contribute to these debates by exploring different approaches to understanding the ways in which heteronormative expectations for gender compliance circulate through school spaces across international contexts of USA, UK and Australia.

**Keywords:** gender roles, heterosexuality, heteronormative, homophobia, transgender, bullying

**Paper 1**: Posthuman performativity and bullying: Exploring the intra-acting discursive and material agents producing heterosexual gender at school (research conducted in Australia and UK)

**Jessica Ringrose, UCL Institute of Education and Victoria Rawlings, Lancaster University**

In this paper we argue that some psychological frameworks for understanding bullying have pathologized those involved in bullying incidents into simplistic categories of ‘bully’ or ‘victim’. Psychological lenses tend to neglect recognition and analysis of the social and institutional mechanisms that compel or discourage particular behaviours. Responding to this we explore the important contributions made to research on gender, sexuality and bullying by Judith Butler’s theories of performativity. Considering the limitations of a discursive approach, however, we also explore a complementary posthuman performativity lens informed by new feminist materialist perspectives such as those developed by Karen Barad. We use this approach to analyse empirical, qualitative data from adolescent boys and girls in England and Australia demonstrating some new analytical tools for making sense of the material and discursive agents and intra-actions through which ‘girl’ and ‘boy’ and ‘slut’ and ‘gay’ materialise in and around school.

**Jessica Ringrose** is Professor of Sociology of Gender and Education, UCL Institute of Education. She teaches in the areas of Gender, Sexuality, Sociology and Intersectionality Studies in Education. Recent research explores social media and youth sexual cultures, digital feminist activism and feminism in schools. Reports and books include: A Qualitative Study of Children, Young People and ‘Sexting’ (NSPCC, 2012 co-authored with Rosalind Gill, Sonia Livingstone and Laura Harvey); Post-Feminist Education?: Girls and the sexual politics of schooling (Routledge, 2013); Deleuze and Research Methodologies (EUP, 2013 co-edited with Rebecca Coleman) and Children, Sexuality, and Sexualisation (Palgrave, 2015 co-edited with Emma Renold and Danielle Egan).

**Paper 2:** Quiet Girls and Active Boys: Heteronormative Gender Roles in Teacher Allies’ Classrooms (research conducted in USA)

**Melissa J. Smith Queering Education Research Institute and University of Central Arkansas, USA**

Rigid gender norms are cultural foundations of gender-based and sexual harassment (Pascoe, 2013; Ringrose & Renold, 2010), and gender-based assumptions embedded in teachers’ pedagogy are crucial to questions about inclusive schools for LGBTQ youth. This paper will examine how binary gender categories shape the pedagogical practices of teachers who self-identity as LGBTQ Allies. Participants’ interactions with students and interpretations of students’ identities and educational needs were often reliant on assumptions about “natural” differences between boys and girls. These gendered differences were presented as common sense, and they reproduced stereotypical ideas about girls being more emotionally vulnerable and boys being physically active, unfocused, and difficult to control. It will be argued that the normalization of binary gender roles in teacher allies’ classrooms limit the possibilities for non-normative gender and sexual identities to be present, visible, and affirmed in classrooms that, according to participating teachers, were safe and comfortable for LGBTQ youth.

**Melissa J. Smith** is Assistant Professor and Director of English Education at University of Central Arkansas, and she is Assistant Director of research at Queering Education Research Institute (QuERI).   Melissa completed her Ph.D. in Cultural Foundations of Education department at Syracuse University in Summer 2014. Her current research addresses the classroom and school experiences of teachers who self-identify as allies for LGBTQ youth, LGBTQ bullying, and education professionals’ experiences working with transgender elementary school students.

**Paper 3**: Transgender kiss and the specter of sexual predation: Elementary educators’ talk about a MTF transgender child’s romantic awakenings (research conducted in USA)

**Elizabethe Payne, Queering Education Research Institute (QuERI), City University of New York, USA**

Elementary educational spaces are considered islands of “innocence and safety.” “Innocence” concerns the absence of sex, sexuality, and sexual knowledge. If the “normal” child is positioned as asexual, then “children who are perceived as sexually aware” are “other,” “unnatural children” with “unnatural knowledge”(Robinson, in Surtees, 2005, p. 25). Transgender children are seen as “unnatural” children, creating “disequilibrium” in the gender binary and thus discomfort (Poe & Garcia, 2009, p. 205). Innocence “has implicit within it the potential “risk of corruption” (Youdell, 2009, p. 44) by exposure to “sexual” content. Transgender children are thus perceived to present “risk” to the innocence of children around them. This paper utilizes a subset of data from a larger study on elementary educator responses to enrollment of a MTF transgender child. Findings indicate that emergence of romantic inclinations in the child (4th grade) was treated as unnatural – creating “panic” and fear for the other children.

**Elizabethe Payne**, Ph.D., is Founding Director of QuERI – Queering Education Research Institute© [www.queeringeducation.org](http://www.queeringeducation.org) a research and policy center dedicated to bridging the gap between research and practice in creating more affirming schools for LGBTQ students and families. She currently serves as Interim Director of the LGBT Social Science and Public Policy Center at Hunter College’s Roosevelt House, and Visiting Associate Professor at Hunter College, CUNY, 2014-2016, in New York City. As a sociologist of education, she specializes in qualitative research methodology, critical theory, youth culture, queer girlhoods, and LGBTQ issues in education. Her current research addresses LGBTQ bullying, teacher experiences with transgender elementary school students, LGBTQ professional development, sex education curricula, and adolescent lesbian/queer girls’ gender experiences. Dr. Payne served on the New York State Dignity for All Students Act (DASA) Task Force, and DASA State Policy Group. DASA is the New York State student anti-harassment law.

**Paper 4:** A Shifted Perspective: Conducting School-based Workshops on Homophobic Name-calling (research conducted in USA)

**Marisa Ragonese, School of Social Work, Graduate Centre, City University of New York, USA**

This paper explores experiences conducting workshops on homophobic name-calling in NYC high schools and after-school programs. I reflect on the realizations that emerged through the process of long-term workshop facilitation, and discuss the need to address the misogyny underpinning homophobic aggression through interventions and bullying research. I consider the role that interconnected gender ideologies play in homophobic bullying. Additionally, I argue that in order to be effective, interventions must happen at the level of the system, taking aim at the normalization of widespread hegemonic power disparities throughout society instead of individual victims or victimizers within schools, and reach students as well as teachers.Finally, I discuss some preliminary findings from the dissertation study that has grown out of my practice experience, which explores the reproduction of gender inequity through aggression that lays at the intersection of bullying and sexual harassment.

**Marisa Ragonese** is a feminist, a mother and a PhD candidate at the CUNY Graduate Center and Silberman School of Social Work in New York City, USA. She is currently writing her dissertation, which is a study of the reproduction of gender inequity at the intersection of bullying and sexual harassment. She has extensive experience as a youth worker, activist and community organizer with and for girls, women and LGBT youth.

**10.45-12.45 (2002)**

Research Methods and Methodology

***Entangled Mundanity: Matter and Meaning in Education: Research Practices. Convened by Carol Taylor***

**Entangled Mundanity: Matter and Meaning in Education**

**Research Practices**

**Carol Taylor, Emily Danvers, Maria Tamboukou, Christina Hughes Sheffield Hallam University, University of Sussex, University of East London, University of Warwick**

This symposium contains four papers that riff on the intra-active more-and-other-than-human entanglements of the ordinary in educational and social research. Our rather catholic analyses of enmeshed mundanities each share a genealogical recognition of feminist materialism (Barad, 2007), posthumanist orientations (Hughes and Lury, 2013; Taylor, 2013) and post-qualitative approaches to data and evidence (Koro-Ljungberg and Maclure, 2013; Lather and St Pierre 2014). Our intention is to variously extend these frames to re-think the materialisation of knowledge and practice in political, pedagogical and policy spaces.

The symposium begins with Carol Taylor’s paper on shared institutional space. Carol explores the materiality of habituation through the use of everyday objects which form the happenstance and non-noticed backdrop of our existence.

Emily Danver’s paper analyses the accepted ordinariness of critical thinking in higher education in ways which contest its assumed progressive and liberal productivity. She does this by highlighting critical thinking as an affective, gendered and material assemblage.

The routine of going out to lunch provides the catalyst for Maria Tamboukou’s contribution which extends Barad’s thesis through the notion of ‘narrative phenomena’ where body/space/time entanglements in the workers’ education movement of garment workers are explored.

Finally, Christina Hughes takes the ordinary number to explore the ecology of value attribution. She argues explores how the enfolded relations of ethics, ontology and epistemology are activated within ecologies of method, policy and politics.

Together, the papers explore how the recognition of entanglement is a necessary precondition of new critical, ethical and political engagements which erase distance, invite ontological risk, and offer theory without guarantees.

**Keywords**: feminist materialism; posthumanism; mundane; entanglement; practices

**Paper 1: Mundane Disturbances: Theorizing the Inconsequential Materiality of Educational Spaces**

**Carol Taylor , Sheffield Institute of Education, Sheffield Hallam University**

This paper focuses on the intra-active entanglement of matter, objects, bodies, meaning, and subjectivities in university spaces to explore how matter makes us and we make meaning from matter. Working diffractively between theories of material culture (Miller, 2010), spatiality (Massey, 2005) and material feminism (Barad, 2007) the paper illuminates the different ways in which staff and students are materially entangled with/in educational spaces, such as workspaces, shared institutional places, and classrooms. The paper discusses how inconsequential matter like unofficial signs, labels, stuff, and objects act as productive forces. It argues that they work to create the routines and habits on which our everyday behaviour, identities and relations in educational spaces depend. The paper proposes that a posthumanist stance opens up questions about objects as disturbances which bring inconsequential materialities to the fore and moves us to notice that perhaps it is the practices of ‘mundane dailiness [that] … mak[e] lives worth living’ (Haraway, 2000).

**Dr Carol Taylor** is a Reader in Education at the Sheffield Institution of Education, Sheffield Hallam University, where she convenes the Higher Education Research Group. Carol’s main research interests include gender, posthumanist research practices, space and spatiality, and student engagement policy, practice, voice and ethics.

**Paper 2: Critical Thinking and Higher Education: Thinking between Barad and Ahmed**

**Emily Danvers, University of Sussex**

Using interview, focus group and observation data from 15 first-year undergraduate social science students at a UK university, this paper explores both how students engage with the complex assemblage of knowledge practices that constitute critical thinking, as well as how students negotiate the affective consequences of becoming and being critical. The paper considers not just what critical thinking *is* but what it feels like, how it is *embodied,* how we are *materially entangled* with it and what it is *for*. Thinking between feminist new materialist (Barad) and phenomenological analyses of affect (Ahmed) opens a conceptual space for a new imaginary of critical thinking as an assemblage of affective, social and material practices. This troubles accounts of what critical thinking ordinarily feels like (as well as what it is and what it is for) and opens up the possibility for imagining more ethically sensitive and feminist enactments of critical thinking.

**Emily Danvers** is an ESRC funded doctoral student studying at the Centre for Higher Education and Equity Research (CHEER), University of Sussex. Her work explores the practices of critical thinking among undergraduate students, using feminist theorisations that trouble the everyday intellectual values of higher education.

**Paper 3: Lunch Hour in New York or Narrative Phenomena**

**in the Archive**

**Maria Tamboukou, Centre for Narrative Research, University of East London**

In this paper I consider body/space/time entanglements in the archives through the notion of ‘narrative phenomenon’, a methodological lens that I have developed in my work drawing on Karen Barad’s thesis that it is only through the configuration of a particular phenomenon or experiment that actual entities emerge and discourses take up meaning. What does ‘lunch hour’ in New York have to do with narrative understanding in the archive? Taking this question as my starting point, I look back at my research in the archives of the New York Public Library working with the papers of women trade unionists in the garment industry, particularly focusing on their activities in the field of workers’ education, as well as their involvement in the cultural and intellectual lives of women.

**Maria Tamboukou** (BA/MA/ PHD) is Professor of Feminist Studies at the University of East London and co-editor of *Gender and Education*. She is the author of 4 monographs, co-editor of 3 volumes on research methods and has published more than 60 articles and book chapters. Writing Feminist Genealogies is the central focus of her work.

**Paper 4: Exploring the Ecology of Value Attribution: The case of number in debates concerned with access and progression to HE**

**Christina Hughes, University of Warwick**

To plagiarise the words of a review of Ethan Hayden’s (2014) text Sigur Ros’s, there is a translucency to number that relies on a displacement between content and form. Numbers epitomize, as somehow non-interpretive, the modern fact whilst simultaneously forming the substratum of systematic knowledge (Poovey, 1998). This paper focuses on the value attributed to number in methodological, policy and political debates about who does, and does not, progress into higher education. It uses Verran’s (2012: 65-66) notion of numbers as ‘lively semiotic-material actants’ to interrogate ‘the achievement of valuing … through practices of numbering’.

Following Choy (2011) I consider value attribution within an ecological frame that is interested in the relationships between parts and wholes and the interactions of organisms with their environments. In this paper I am interested in the agility of number, to understand them *in situ*, materialised and realised in specific ways (Verran, 2012).

**Christina Hughes** has an extensive collection of published work, including edited volumes, journal special issues, articles and book chapters. She is currently co-editor of the *International Journal of Social Sciences Methodology*; associated editor of *Gender, Work and Organisation*; and previously co-editor *Gender and Education.*

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**10.45-12.45 (2012)**

The medicalization of health and gender

***Medical-ised pedagogies and subjectivities***

Disrupting the monolith with micro rebellions: A teaching intervention to challenge hetero-patriarchy at a South African medical school

**Alexandra Müller, Veronica Mitchell, Chivaugn Gordon**

**University of Cape Town**

Traditionally, through the positivist construction of bodies as biology, the health sciences have provided the ‘scientific’ justifications for hetero-patriarchy, systematically invisibilising non-heteronormative identities by omitting them from this dominant process of knowledge production (Müller & Crawford-Browne, 2013). Currently, South African health sciences teaching does not comprehensively include sexual and gender minority (SGM) health, and it is unclear to what extent existing teaching challenges or reinforces institutionalised heteronormativity (Müller, 2013). Simultaneously, emerging research evidences the consequences of such invisibility: SGM patients routinely experience discrimination in health facilities (Smith, 2014), and healthcare providers are ill-equipped to address the specific health concerns of this vulnerable population. In response, and against much resistance, we have collaborated with local NGOs and activists to develop a teaching intervention in the medical curriculum. This intervention signifies a radical shift for the health sciences: by including NGOs in conceptualization and teaching, it challenges dominant ideas about where and how knowledge is produced; it challenges both students’ own values and the institutionalized heteronormativity on which the discipline is founded; and it uses non-biomedical pedagogies including feminist social justice pedagogy and the pedagogy of discomfort. Thematic analysis of anonymous student reflections shows that the intervention helps deconstruct students‘ normative notions of gender and sexuality, and effectively disrupts traditional modes of health sciences knowledge production. Although the institutional and curricular normativity across the discipline limit the opportunities for more transformative interventions, by beginning with student knowledge and attitudes this is a significant micro-rebellion against the monolith of traditional health sciences.

**Keywords:** Health sciences education, heteronormativity, queering curriculum, social justice pedagogy, curriculum transformation

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Smith, R. (2014). Healthcare experiences of lesbian and bisexual women in Cape Town, South Africa. *Culture, Health & Sexuality*, (November), 1–14. doi:10.1080/13691058.2014.961033

**Dr Alexandra Müller** is a senior researcher at the Gender, Health & Justice Research Unit at the University of Cape Town. She is a qualified medical doctor and holds a PhD in Medical Sociology from the University of Göttingen, Germany. She has lectured in medicine, public and global health, and sociology at the University of Cape Town, the University of the Western Cape and Duke University. Her research interests include queer-feminist approaches to health, human rights and health professions education, participation in health policy and planning, and sexual and reproductive health for socially marginalised groups. She has worked on sexual and gender minority health for the past six years, using a collaborative approach with local grass-roots organisations that combines evidence-based advocacy with innovative teaching strategies that educate health care providers, health professions students and government representatives.

**Veronica Mitchell** is currently working on a PhD related to developing socially just pedagogies in higher education. With a background in Physiotherapy and a special interest in human rights education, she has facilitated student learning at all levels in the Health Sciences Faculty at the University of Cape Town. Working within a transdisciplinary team, she has initiated student workshops to promote sexual and gender minority health. She is also involved in promoting Open Educational Resources (OER) to enable the global sharing of knowledge for free.

**Chivaugn Gordon** is a medical doctor and the Head of Undergraduate Education in the Dept. of Obstetrics and Gynaecology. She is near completion with her Masters in Health Professions Education. She has presented at health education and other conferences both nationally and internationally.

Affective pedagogy as a gendered form of academic professionalism in Greek Medical Schools

**Maria Tsouroufli London Metropolitan University**

Background: Despite the increasing interest in the affective in the academy within the UK (Leathwood and Hey, 2009) and beyond (Zembylas et al. 2014), the entanglements of pedagogy, culture (academic and national), emotion, and academic professionalism remain largely unexplored. This paper demonstrates how discourses and enactments of affective pedagogy are mobilized in Greek Medical Schools to construct privileged notions of gender and academic professionalism and position women as ideal professionals.

Methodology: This paper draws on semi-structured interviews about the career narratives of 20 Greek women in Greek Medical Schools. The study employed a narrative approach with a diverse sample of academic women to explore how professional identity and academic professionalism are negotiated and re-constituted under conditions of marginalization within a historically patriarchal academic discipline and national culture.

Findings: Drawing on Davies’ (1996) concept of gendered inclusion in professional lives and humanist and post-humanist traditions of education, including Aristotelian and Socratic concepts of paideia, I demonstrate how discourses of affective pedagogy in Greek medical schools, can become resources for resisting masculinised notions of academic and medical work, as well as the colonization and corporatization of higher education in Greece.

Theoretical/Practical Implications: This paper contributes to theory about professionalism and pedagogies of higher education.

Originality/value: There are few studies that focus on the professionalism of academic women in non-British academic contexts and the inter-relations of gender, pedagogic and academic identities, institutional contexts and discourses and practices at a national level.

**Keywords:** Pedagogy, affective, gender, Greek Medical Schools, professionalism.

**Dr Maria Tsouroufli** is a Greek born British feminist academic. She holds a PhD in Gender and Education from the University of Southampton. She has an interdisciplinary background in education, gender studies and medical sociology/education. Her research interests are in the areas of gender, diversity and promoting equality in education and the professions. Her work addresses issues of power, ‘othering’ and marginalisation in different contexts and cultures (primary education in Greece; secondary education in Britain; medical and health professional education in the UK; and higher public and private education in the UK and Greece). Her current areas of interest within these broad themes are feminist academics and the revisiting of sisterhood in higher education; hybridity and resilience in the internationalised University; embodied and critical pedagogies; intersectionality and (auto)biography methods, professionalism and professional identities; gendered performativity and narrative reconstructions of the academic self; widening participation.

The Medical Mis-education of Women:

Bringing Educational Thought to the Reproductive Justice Movement

**Diane Zachary Karns, University of Oklahoma**

In this paper, I am contextualizing the *medical mis-education of women* by challenging and contributing to foundational works of women’s reproductive justice movements. Utilizing the work of Jane Roland Martin, in particular *Cultural Miseducation: In Search of a Democratic Solution* (2002) as a foundational framework, I will challenge previous assumptions of the characterization of reproductive justice and re-contextualize this work – which is usually imagined as a political, human rights, or economic issue, or as an issue of individual freedom – to demonstrate that it is in fact an issue of education, or more specifically, an issue of *mis*-education. By uniting Martin’s educational philosophy with voices from the Women’s Health Movement in the United States, the work of feminist activists is revealed to be a distinctly educational activism. That is, regardless of the subversive, bold, and even illegal nature of their activities, they engaged in educational projects that resulted in learning and empowerment. These women have made profound strides in fighting centuries of the hidden curriculum of women’s health within medicine that has perpetuated shamelessly inaccurate, restrictive practices and oppressive policies. Thus, I will construct a case for my theory of the medical mis-education of women and demonstrate how thoughtful, courageous, and caring women can work together for the betterment of all women through educational activism.

**Keywords:** women’s health, reproductive justice, mis-education, educational activism, feminist activitsm

**Diane Zachary Karns** is a doctoral student in Educational Studies and Women’s and Gender Studies at the University of Oklahoma, and is an adjunct professor at Oklahoma City Community College. She has spent the past 19 years in healthcare as a pharmacist. Her first-hand exposure to the many issues that continue to plague women and women’s health inspired her move to the field of education. She is Secretary for the Society for Educating Women in 2015 and is President-elect for the Oklahoma Educational Studies Association, a state and regional affiliate of the American Educational Studies Association, for 2016.

Retention and Success in Healthcare education: Exploring the influence of gendered identities in male- and female-dominated environments.

**Arun Verma University of Dundee**

Healthcare students’ workplace learning experiences are influenced by their gendered identities, and their experiences can be particularly problematic in gender-discordant rather than concordant specialties ([1](#_ENREF_1), [2](#_ENREF_2)). Differential learning experiences influence adversely the performance of students within those specialties with higher attrition rates for male and female healthcare students in gender-discordant specialties ([3](#_ENREF_3)). Utilising social constructionist epistemology, and drawing on feminist intersectionality theory ([4](#_ENREF_4), [5](#_ENREF_5)), this Higher Education Academy Mike Baker funded doctoral research aims to understand the implications of gender in healthcare education by exploring how healthcare students’ multiple intersecting identities (gender, age, race, ethnicity, disability, sexuality, religion) influence their lived experiences of male-dominated and female-dominated clinical environments, and to explore how these experiences can influence retention and success.

I have conducted secondary narrative and discourse analysis of 2262 written and oral personal incident narratives of professionalism dilemmas from over 4000 healthcare students. Preliminary analyses indicates that a student’s gender and other identities influence their lived experiences of clinical workplace learning, and this is more noted in gender discordant specialties (e.g. female medical student in surgical placement). These experiences can also influence students’ performance and career decisions adversely and propagate stereotyped beliefs about how gendered certain specialities are ([6](#_ENREF_6), [7](#_ENREF_7)). For my second stage, I am currently conducting a longitudinal audio-diary study ([8](#_ENREF_8)) to explore medical and nursing students’ experiences of male- and female-dominated clinical placements.

Previous literature has explored the influence of gender on performance and retention in healthcare students is predominantly quantitative, and has not enlightened the lived experiences and influence of identities of students during their training. Furthermore, there is limited research utilising intersectionality fully to understand the experiences of healthcare students, and the impact of their retention and success. This research aims to address these gaps in the literature. Understanding the intersectionality of gender, age, ethnicity and sexuality, and their interplay with retention and success is critical for the development and practice of equality and diversity practices within healthcare pedagogy and cultural change.

**Keywords:** Social Psychology, Medical Education, Identity, Gender, Qualitative Methods

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‘Sorted it all out by myself’: Laurie’s emancipation from gendered and disabling representations about paraplegic people at work

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A life narrative organises the meaning of a whole experience into a synoptic form, while dialectically integrating the meanings of its parts (Polkinghorne, 1988). A narrator can achieve a grasp of their identity (Thomas, 1999) – especially, their vocational identity. The *voicing* (Brooks, 2002) of one’s occupational trajectory may bring to self-awareness the biographical turning points when power was gained over (self-) attributions of lesser competence and worth – whether these attributions be of class, race, gender, or disability.

Paraplegic people go through a rehabilitative process which is reputed to convey the ‘medical model of disability’. This is a limitative and gender-neutral - if not, therefore, sexist - model of individual tragedy (Goodley, 2012).

Our main hypotheses are that the reconstruction of a vocational trajectory by paraplegic people is suffused with the restrictive representations of the medical model about disabled people at work, and that these limitations especially affect paraplegic women as they are entangled in discriminatory attributions of disability *and* gender.

Relying on the methodology of life narratives, we have collected the vocational life story of Laurie, a paraplegic teacher in the French-speaking part of Switzerland.

Laurie’s narrative unexpectedly shows that her appropriation of the medical model underpins her self-determination at the workplace. Her self-direction is also correlated to an identification with a male vicarious figure - hence Laurie’s masculine self-attributions of competence and authority, which shape her strategies of empowerment in her vocational activity.

These results might be taken into account in rehabilitative policies, so as to meet the needs of paraplegic women committed to a return towards formal work.

**Keywords:** paraplegia, vocational trajectory, gendered and disabling representations, life narrative, empowerment.

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Learning to be sick: the ‘taught’ experience of mental illness

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Feminist theorist Judith Butler argues that to qualify as a subject and therefore be worthy of representation, you must first meet the criterion that have previously been set out in accordance with the accepted political and linguistic domains. If you do not fit the requirements of the subject, than you cannot be represented, even if that subject claims to represent you. I draw on this concept to ask similar questions in relation to the ways in which mental illness is understood, conceptualised and categorised in our society, and how that understanding, conceptualisation and categorization work to place restrictions on representation which in turn effect help-seeking pathways. I draw on Butler’s use of Foucault’s concept of juridical power and her argument that the language and politics supposedly representing all women, in actuality constrains that which it claims to emancipate. Using the data from a young woman who has had experiences in mental illness, I use these concepts to examine the ways in which similar structures function in relation to mental health provision and help-seeking and how they operate in ways that limit help-seeking pathways. I further draw on Butler’s work to examine the ways in which restrictions on language create binaries and limit possibilities, and how current conceptions of mental illness are suffering from a similar ‘assumed existing identity’ (Butler, 1999, p. 3) which is in fact just as troubled, contested and oppositional as Butler claims the category of women to be.

**Keywords:** Help-seeking, mental illness, subjectivity, autoethnography, narrative, help-seeking barriers

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