

Programme: Gender and Education Association Conference 2015 (by room)

WILLIAM MORRIS LECTURE THEATRE

Wednesday 24 June: 9.00-9.10

Welcome to the Conference by Professor Lynn Dobbs, Deputy Vice Chancellor

Wednesday 24 June: 9.10-10.25

Keynote 1: Marilia Pinto de Carvalho, University of São Paulo

To move toward greater democracy in global production of knowledge

In international social science journals, including those with a feminist focus on gender, such as *Gender and Education*, articles about countries in the global South often show their location in their titles. In these articles, one finds explanations about the geographic and socio-economic context, the educational or political system, historical roots and so forth. But when a paper has no contextualization, and the authors use general words like girls, boys, women or teachers, then it probably comes from the metropole.

These points show some of the imbalances in global knowledge politics and despite the particular attention that gender studies developed to power relations, this situation is true also for our field. These questions have been debated for decades, all around the world, and they pointed out that the conceptual tools of metropolitan social science present themselves as universal and able to decode all societies. So the relevance of metropolitan theory and research is previously warranted by the universality from which it tacitly begins.

We, who produce knowledge from the global South, are used to translating in the broad sense of translation, which goes far beyond transferring linguistic meanings from one language to another. We are used to explaining and contextualizing, in order to make our ideas understandable. And besides translating our own texts and contexts, we also need to understand the locales in which the metropolitan research was conducted and the metropolitan theories were developed.

Behind this set of issues there is actually a wide-ranging epistemological debate about the possibility and need for universalization. But for now, I only intend to suggest a seemingly simple posture that can help us to move toward greater democracy in global production of knowledge, paying particular attention to feminist knowledge: an effort to clarify the contexts, an ongoing effort to shift towards the other, and to realize the necessary mediations to make the ideas of each one understandable for those who do not share the same cultural background.

Key words: North/South division of intellectual labour; translation; social science journals

Wednesday 24 June: 10.50-12.50

Gender, social justice and education: North and South

Developing a cross-trajectory, geographically diverse, and interdisciplinary network on gender, social justice and praxis: reflections from a first year of work (1). Convened by Lauren Ila Misiaszek

Lauren Ila Misiaszek	Beijing Normal University	Introducing the Network: theoretical and methodological underpinnings
Agustina González Nuñez	Provincial University of Córdoba	A nurturing discourse of nationhood: women physicians and public health in Argentina from 1890 to 1930
Gada Kadoba and Sondra Hale	Sudanese Knowledge Society & UCLA	Reflecting on existing collaborative praxes: knowledge and pedagogy in Sudan
Liliana Olmos	Provincial University of Córdoba	Developing critical and feminist research and teaching in a new university: reflections from university leadership

Wednesday 24 June: 2.00-4.00

Gender, social justice and education: North and South

Developing a cross-trajectory, geographically diverse, and interdisciplinary network on gender, social justice and praxis: Reflections from a first year of work (2). Convened by Lauren Ila Misiaszek

Gifty Gyamera and Penny Jane Burke	Ghana Institute of Management and Public Administration & University of Roehampton	Exploring the impact of neoliberalism on female academics in UK and Ghanaian universities
Lauren Misiaszek and Zhang Lili	Beijing Normal University	Cultivating transformative course evaluation practices: a case study of our work in a Chinese university
Nonhlanhla Mthiyane and Saajidha Sader	University of KwaZulu Natal	Redistribution, recognition and participation: investigating gender equity in South African higher education

Wednesday 24 June: 4.30-6.00

Thinking Feminism, Thinking Activism

A conversation about the relationship between activist and academic feminisms

Anke Adams (CAMFED), Nelly Ali (<https://nellyali.wordpress.com>), Fahma Mohamed and Hamda Mohamed (Bristol Integrate) and Amaranta Thompson (International Women's Initiative) in an informal discussion.

Thursday 25 June: 9.00-11.00

Gender, social justice and education: North and South

Gender Agendas: Resisting the conceptual simplification of gender in international education policy and research. Convened by Charlotte Nussey

Emily F Henderson	UCL, Institute of Education	Gender-without-feminism agendas: the discursive positioning of gender in international academic feminisms
Jenny Parkes	UCL, Institute of Education	Troubling one size fits all solutions to gender violence in schools
Charlotte Nussey	UCL, Institute of Education	A fragile position? Resistance in the performances of gendered 'marginalisation' by rural South African women
Elaine Unterhalter	UCL, Institute of Education	The multipolar dimensions of gender and girls' schooling: contradictions and contestations

Thursday 25 June: 11.30-12.45

Keynote 2: Lois Weis, State University of New York at Buffalo

Class/Gender Formation in 21st Century United States: Probing Intersectionality in the New Upper Middle Class in Markedly Altered Global and National Circumstances

Unprecedented levels of executive compensation and finance largely drive well-documented inequalities of income and wealth, with resulting explosive growth in wealth among the top 1% in the United States, in particular (Piketty, 2014; Piketty and Saez, 2012; Saez, 2013). As a consequence, the vast majority of highly educated professionals in the US and elsewhere, as well as those who inherited wealth from their parents, find their relative positions substantially eroding in relation to a class of super-rich financiers and senior managers.

This well-documented realignment has deep implications for the extent to which and ways in which *relatively* privileged parents strive to position their children for future advantage. Based on two years of extensive ethnographic investigation in three representative affluent and elite secondary schools in the United States (Weis, Cipollone & Jenkins, 2014), I argue that as relatively privileged women increasingly engage in a form of "mother work" designed to position their children for access to highly valued postsecondary destinations (at a time when such access can no longer be assumed), women become centrally located in new forms and enactments of "class warfare." As I will suggest, the stark insertion of gender and gendered labour into new class processes/ productions fundamentally alters the fulcrum of class struggle in current historic moment, thereby setting the stage for class structural arrangements of the 21st century. Where men arguably sat at the centre of class analysis and class struggle/warfare of the not too distant past via industrial workplace struggles and/or accumulation and management of massive economic capital, it is now women, via the kind of intricate class positioning such as that explored in this lecture, who sit at the epicentre of new class productions, formation, and outcomes. Turning class/gender intersectionality "on its head" so to speak, sets the stage for future important work on class/gendered productions in a range of class fractions in nations differentially positioned in relation to globalizing culture and capital.

Key words: intersectionality, class, globalization, 'mother work', gendered labour

Thursday 25 June: 2.00-3.15

Keynote 3: Penny Jane Burke, University of Roehampton
Gender, Emotion and Difference

Feminist insights have contributed a richer understanding of the profound relationship between the histories of gendered subjectivity, ontology and epistemology and the vacating of the emotional from the world of the academy. In this keynote I will explore the emotional layers of pedagogic experiences not only to illuminate 'fear as emotion' but also 'fear of emotion' (Leathwood and Hey, 2009: 435). Such fear is entangled in the destructive forces of multiple political frameworks operating simultaneously to reform processes of misrecognition and symbolic violence, even as higher education policy is demanding that universities evidence inclusive practice as part of their commitment to diversity. Underpinning the hegemony of neoliberalism, meritocracy, and globalisation, and related undercurrents of misogyny, racism and classism, is the construction of 'difference' through fixing and pathologising identity positions. Difference and emotion are posed as dangerous forces that require homogenising and neutralising via technologies of managerialism and through the fixing of socially constructed categories. Such manoeuvres are deeply bound to moves towards hyper-individualism in which specific performative and instrumentalist models of success are being mobilised. New formations of patriarchy within neoliberalism ensure that characteristics associated with difference in HE, such as 'being emotional' or 'caring', are regulated and controlled through a range of new disciplinary technologies, including of teaching. Pedagogical relations are thus deeply implicated in the gendered politics of (mis)recognition, and profoundly connected to the impact of the emotional on the body and the self (Ahmed, 2004) and to the politics of difference. I will argue that we need to re/imagine difference not as a problem to be regulated for neoliberal processes of standardisation and homogenisation but as a critical resource to reflexively develop collective and ethical participation in pedagogical spaces. Such collective participation is not based on a notion that we can overcome power relations, but an understanding that power is complex and fluid and an inevitable dimension of pedagogical relations in which difference is and should be part of the dynamics in which we create meaning and understanding.

Ahmed, S. (2004) *The Cultural Politics of Emotion*. New York: Routledge.

Leathwood, C. and Hey, V. (2009) Gender/ed discourse emotional sub-texts: Theorising emotion in UK higher education. *Teaching in Higher Education*. Vol. 14 (4), pp. 429-440.

Key words: emotion, pedagogy, fear, managerialism

Thursday 25 June: 3.45-5.45

Understanding Embodiment

The Body in Question: Power, agency and the body

Martha Gripson	University of Gothenburg	Children's agency in dance creating tasks in a gender perspective
Jack Migdalek	Trinity College, University of Melbourne	Embodied performance of gender: inequity and deconstruction
Rasmus P Hansen	Roskilde University	Gender and dance practices among youngsters in a community dance project
Sheryl Clark	Goldsmiths, University of London	"I don't want to be skinny, I just want to be fit": obesity discourses and girls' participation in sport and physical education
Jason Bantjes, Leslie Swartz, Lauren Conchar and Wayne Derman	University of Stellenbosch	"There is soccer but we have to watch": the embodied consequences of rhetorics of inclusion for South African children with cerebral palsy
Siobhan Dytham	Warwick University	"That's not your seat": the meaning and method of sitting in secondary school.

Thursday 25 June: 6.00-7.00

Gender and Education Association Biennial General Meeting – all welcome

Friday 26 June: 9.00-10.15

Keynote 4: Farzana Shain, Keele University

Feminisms, imperialism and the 'war on terror'

More than thirty years ago, Amos and Parmar's groundbreaking paper 'Challenging Imperial Feminism', published in *Feminist Review* (alongside other seminal works including Hazel Carby's 'White women Listen' and Mohanty's 'Under Western Eyes') sparked productive debate among feminists about the limits of 'global sisterhood' and about Western feminism's uncomfortable support of imperialist interventions. Since then, intersectionality, the concept alluded to by Amos and Parmar and later introduced by Kimberle Crenshaw to denote the multiple and interlocking systems of oppression that shape the lives of black women, seems to have been mainstreamed in academic work and policy discourse, though not without critique (Anthias, 2007). However, the use of feminist rhetoric by Western leaders after 9/11 to justify the global 'war on terror' as well as some open endorsement provided by mainstream human rights and liberal feminist organisations has led to a renewed debate in the last decade about the relationship between imperialism and feminism. Drawing on the recent dialogue between US based feminists (Kumar; Toor; Tax) about the legacy of the global 'war on terror' for feminist politics and activism, and with a particular emphasis on the way girls and women's rights to education have been used to justify such interventions, this paper takes a critical look at the issues to reflect on the direction that has been travelled by feminisms since the 1980s.

Key words: 'war on terror', feminist politics, intersectionality, imperialism and feminism

Friday 26 June: 10.45-12.45

Room free

Friday 26 June: 2.15-3.30

Keynote 5: Katarina Eriksson Barajas, Linköping University

The power of fiction as a pedagogical tool for eliciting gender discourses

My paper examines discussions of gender values in everyday life, elicited by books, film and theatre. The analysis draws on three Swedish data sets: 1) teacher-led book talk sessions that raise gender issues in small groups of pupils in Grades 4-7, 2) the use of a feature film (*Lilya 4-ever*, about sex trafficking) to instill gender equality values in upper secondary school, and 3) discussions of gender issues among adults after leisure-time visits to movies and theatres. The data are analyzed using a discursive approach (Edwards and Potter, 1992) combined with poststructuralist feminist research on (children's) reading (Davies and Banks, 1992; Walkerdine, 1990). The idea that we learn and develop fundamental values, such as gender equality, through fiction, coincides with research findings indicating that we develop empathy by reading good literature (Kidd and Castano, 2013). My presentation contributes some empirical knowledge about how people are "doing equality" in natural everyday settings. The analyses show that gender stereotypes are, at times, transcended in discussions around fiction, regardless of the gender content in the book, film or play in question. Additionally, the analyses show that, even outside of educational contexts, fiction is spontaneously used by participants to address gender equality issues. The idea that fiction can open one's mind follows Swedes throughout their education, and is apparent among adult film enthusiasts and theatre-goers, and also relates to research of everyday learning and adult education (cf. Larsson, 1996).

Davies, B. and Banks, C. 1992. 'The Gender Trap: A Feminist Poststructuralist Analysis of Primary School Children's Talk about Gender'. *Journal of Curriculum Studies* 24: 1-25.

Edwards, D. and Potter, J. 1992. *Discursive psychology*. London: SAGE.

Kidd, D.C. and Castano, E. 2013. 'Reading Literary Fiction Improves Theory of Mind'. *Science* 342: 377-380.

Larsson, S. 1996. 'Vardagslärande och vuxenutbildning'.

Walkerdine, V. 1990. *Schoolgirl fictions*. London: Verso.

Keywords: Everyday life, popular culture, fiction, gender equality.

GILBERT SCOTT LECTURE THEATRE

Wednesday 24 June: 10:50-12.50

Pedagogy, Power and the Curriculum

Feminist Critical Pedagogies: Challenge and Response

Carolyn Gutman	Tel Hai College	Sleeping with the enemy? Resisting social hierarchies through a feminist critical pedagogy of co-teaching
Gal Harmat	Feminist Critical Pedagogy Center	Feminist critical pedagogy analyses of peace education Palestinian-Jewish dialogue encounters
Galia Zalmanson Levi	Feminist Critical Pedagogy Center	Leading of feminist critical social change in teacher education: the three spheres model
Linda Thurston	Kansas State University	The role of culturally responsive evaluation in promoting and sustaining equitable education programs for women and girls.
Maud Perrier	University of Bristol	Making mothers: the potential of critical making as feminist pedagogy
Breea Willingham	Plattsburgh State University	Feminist pedagogy and safe prison classrooms

Wednesday 24 June: 2.00-4.00

Pedagogy, Power and the Curriculum

Experience, Pedagogy and Unexpected Consequences

Alison Phipps	University of Sussex	Experience is not an end in itself: feminist pedagogy in a neoliberal context
Ebony C. Pope Birdine	University of Oklahoma	When one size doesn't fit all: exploring womanist pedagogical perspectives in White feminist spaces
Rahul Ranjan	Jawaharlal Nehru University	Reading the pedagogy of dispossessed: a feminist intervention to the pedagogy of displaced <i>Adivasis</i> women in India
Emily Gray	RMIT University, Australia	Teaching tolerance? Aversive and divisive pedagogical encounters
Kelley Moulton, Carmen Corral and Talia Meer	University of Cape Town	Contemporary knowledge/contemporary gaps? A 'semi-systematic' review of programmes for sex, gender and gender-based violence education in South African schools

Thursday 25 June: 9.00-11.00

Pedagogy, Power and the Curriculum

Extending the Reach of Critical Pedagogy

Michalis Kontopodis, Marta Jackowska & Christine Becker-Hardt	University of Roehampton, University of Roehampton & Free University Berlin	Widening participation in BA developmental psychology courses: a theory-based intervention
Anna Danielsson, Malena Lidor, Maria Berge	Uppsala University	The enactment of power within 'didactical contracts' of classroom teaching
Elena Vacchelli	Middlesex University	Intersectionality in teaching in learning: strategies for improving students' engagement in a diverse classroom
Jón Ingvar Kjaran	University of Iceland	Teaching about the 'Pink Holocaust' in an Icelandic upper secondary school classroom: a queer counter-space?
Maggie Doyle-Ervin	Nerinx High School	Parochialism and patriarchy: Teaching Gender Studies in a Catholic high school
Talia Meer and Kelley Moulton	University of Cape Town	Teaching and learning about sex, gender and gender-based violence in South African high schools: barriers, prospects and possibilities

Thursday 25 June: 3.45-5.45

Tales from Iceland

Northern Feminist Paradise? Some examples of Icelandic research on gender and education. Convened by Gudny Gudbjornsdottir and Thordis Thordardottir

Audur Magnadis Audardottir	Department of Education and Youth, Reykjavik	On changing the system from within: implementing sustainable equality in schools and after-school programmes in Reykjavik
Gudny Gudbjornsdottir	University of Iceland	Gender, equality and teacher education: Results and implications of two recent studies
Thordis Thordardottir	University of Iceland	Is good intention good enough? Policy, institutional design and gender education in two early childhood settings in Iceland
Berglind Rós Magnúsdóttir	University of Iceland	From state welfare to the intensive mothering practices: the emergence of gendered and classed volunteering capital in the Icelandic education system
Brynja Elísabeth Halldórsdóttir	University of Iceland	"We ... our education": educated immigrant women's experiences in Iceland.
Annadis Greta Rudólfsson	University of Iceland	Searching for "Feminist Paradise": the North meets the South

Friday 26 June: 10.45-12.45

Pedagogies of Space

Using and making space and spatiality

Sandra Schmidt	Teachers College, Columbia University	Gender in the moment: the merging of spatial experiences in lives of African girls
Jaye Johnson Thiel and Brooke Hofsess	University of Tennessee & Appalachian State	Aesthetic material biographies: producing spaces of power through art making and object-oriented, feminist pedagogies
Mia Heikkilä	Mälardalen University, Sweden	Sustainable gender equality work at preschools and schools in the Nordic countries? – an empirically based model of ‘best practice’
Shakila Singh	University of KwaZulu Natal	Fear of sexual assault amongst female students at a South African university residence

WHITELANDS: G001

Tuesday 23 June: 1.30-4.00

NB IF YOU WISH TO ATTEND THIS WORKSHOP PLEASE EMAIL [JULIA NOYCE](mailto:JULIA.NOYCE@ROEHAMPTON.AC.UK) JULIA.NOYCE@ROEHAMPTON.AC.UK. Numbers will be limited and attendance will be on a first come, first served basis.

Generating ‘Good’ Ideas, Writing Good Papers and Reviewing Journal Articles: A workshop for doctoral students

Facilitated by the editors of *Gender and Education*

JoAnne Dillabough (University of Cambridge), Gabrielle Ivinson (University of Aberdeen), Julie McLeod (University of Melbourne) and Maria Tamboukou (University of East London)

Generating ‘Good’ Ideas, Writing Good Papers and Reviewing Journal Articles

This workshop on writing and reviewing articles, and facilitated by members of the Gender and Education Editorial Team, will be divided into two parts. First, we will lead a joint session that addresses the links between writing and reviewing articles and the importance of developing new ideas and new directions in an area or fields of interest. Members of the team, along with participants, will very briefly discuss how ideas were thought about at the outset and moving forward and the power that these ideas carried in different academic and public circles. The key here is to bridge the task of how to comprehend and develop ‘good ideas’ and the role they play in writing and reviewing journal articles.

We then move forward to discuss attempts at thinking ‘anew’ in a field and draw upon participants’ experiences about values they adhere to when conducting their work such as arguing for the necessity of particular theories, the ethical stance behind their choices and attempting to follow, when possible, the road ‘less travelled’. Questions such as: “Is there such a thing as breaking into a ‘field’ or are we seeking out knowledge and ideas that have been missed or silenced? Or could it be that we were not subjected to certain ideas in a time and place and sometimes finding a needle in a haystack is tougher than we think? It is at this juncture that we might most easily recognize the difference between breakthrough moments in our work and impasses. Arguably, both of these terms – breakthrough moments and impasses – are at the core of what writers and reviewers need to comprehend to write an interesting and publishable paper and conduct a well-informed and constructive review.

In the second part of the workshop, we discuss writing and reviewing journal articles. These are inter-linked activities – both require innovative thinking and a good knowledge base of the fields being addressed. Both too are important for building an academic life and of making a contribution to scholarship in your field(s) of research. For example, in reviewing articles, we are called upon to make judgements about quality, significance and rigour and to recommend whether work warrants publication. This is more than a technical exercise of noting inconsistencies in referencing styles, or missing citations (although this is relevant). Reviewing the work of others goes to the heart of how we determine what counts as ‘good’ research and how we observe the directions in which the field is heading. In turn, this influences how we craft and situate our own research and writing. We ask participants to write two brief sentence introductions asking: What kind of researcher am I and how does this link to my values and experiences both within and beyond the academy?; and what I am researching and why? We use these introductions as the basis for discussing the processes of submitting and reviewing articles for journals, taking the case of *Gender and Education* as one example. Small groups will work with materials prepared by Dr Sara Delamont from Cardiff University and the editorial team of *Gender and Education*. Excerpts from (fictional)

articles and reviews will be considered, as a provocation for reflecting more broadly on the explicit and implicit processes of making academic judgements, recognising good (or bad) research, writing that ‘sings’ and ‘good’ ideas that matter.

Tuesday 23 June: 4.30-6.30

Gender and Education Editorial Board meeting (members of the Board only)

Wednesday 24 June: 10.50-12.50

Activism, Feminist Research and Praxis

Power, conflict and feminist praxis

Anna Rogers	Victoria University of Wellington	Education for empowerment? Six Cambodian feminist photovoices
Tuffaha Saba and Tamar Hager	Tel Hai College, Israel	Untold Stories Revisited: Jewish and Arab feminist moderators confront the shadows of the Arab-Jewish conflict in their dialogue
Meghan Daniel and Cleonicki Saroca	University of Illinois, Chicago and Independent Scholar	“I feel like I am hanged in the middle, neither I can fly really high ... nor I can again go back to my life”: contradictions, unintended consequences and ethical considerations in consciousness-raising and empowerment in a feminist classroom in Bangladesh
Nadja Duhaček	Freelance	Violence in schools in Serbia – relevance of gender for research and prevention
Jacqueline McFarlane Fraser	Independent	Voluntarism: feminist perspectives of power
Janet Batsleer	Manchester Metropolitan University	Wondering about collectives, assemblages and webs: announcing the activism of Girls Work and feminist pedagogy in Youth Work.

Wednesday 24 June: 2.00-4.00

Activism, Feminist Research and Praxis

Teaching and learning through feminist activism

Colleen McGloin	University of Wollongong	Critical allies, cross cultural pedagogies and feminist praxis
Elisabeth Hofmann and Catherine André	University of Bordeaux	Informal adult learning through feminist activism?
Aylin Özman, Inci Özkan Kerestecioğlu	Istanbul University	Rethinking academic feminism in Turkey: on feminist praxis and Women/Gender Studies programs
Elizabeth Mackinlay & Briony Lipton	The University of Queensland & The Australian National University	We only talk feminist here: fighting and fleeing to feminist spaces in higher education
Genine A. Hook	Monash University	Gendered parental care work: sole parents in the academy

Elizabeth Maber	University of Amsterdam	Finding feminism, finding voice? Teaching for women's participation in political transition
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Thursday 25 June: 10.45-12.45

Activism, Feminist Research and Praxis

Everybody's Business: Female Genital Mutilation. An interactive workshop.

Facilitated by Fahma Mohamed and another member (TBC) from Bristol Integrate

Thursday 25 June: 3.45-5.45

Activism, Feminist Research and Praxis

Feminism in secondary schools: international perspectives and approaches. Convened by Jessica Ringrose

Sue Jackson	Victoria University of Wellington	'FeminEast has changed the attitudes of the school': feminist clubs in New Zealand high schools
Debbie Ollis	Deakin University	Feminist pedagogy in an Australian school: the interconnections of research and practice
Vanita Sundaram	University of York	Implementing a critical gender and sexualities equality framework in schools)
Ileana Jiménez	Little Red School House & Elisabeth Irwin High School, NYC	Creating young feminist global partnerships and activism in schools in India and the USA
Jessica Ringrose, Emma Renold, Victoria Showunmi, Jessalynn Keller, Hanna Retallack	UCL Institute of Education, Cardiff University, UCL Institute of Education, Middlesex University, UCL Institute of Education	Feminist activism in UK secondary schools

Friday 26 June: 10.45-12.45

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/>

WHITELANDS: G070

Wednesday 24 June: 10.50-12.50

Power in the Academy

Obstacles and strategies for gender justice in the academy

Vanita Sundaram, Carolyn Jackson	University of York	'Lad culture' and higher education: exploring the perspectives of staff working in higher education institutions
Madhumeeta Sinha	The English and Foreign Languages University, India	Gender justice in universities: questions for feminism in India today
Rachel Brooks	University of Surrey	The representation of women in the leadership of UK students' unions
Mariana G Martinez	University of Illinois, Urbana-Champaign	Rethinking access to graduate education for Latina students
Maria Eulina P de Carvalho, Gloria Rabay and Flávia Maia Guimarães	Federal University of Paraiba	Trajectories of feminist academics in higher education in Brazilian North and Northeast
Paula Burkinshaw, Kate White	LUCILE, Leeds University Business School, Federation University Australia	Gender, networking and higher education

Wednesday 24 June: 2.00-4.00

Power in the Academy

The fashioning of academic: choices and courses

Yvette Taylor	London South Bank University	'Little Miss Perfect': conversations, careers and conversions
Mariana G Martinez	University of Illinois	Living in-between, in the middle, in the heartland: Mexicana scholars in the making.
Anna Velasco Martínez	University of Barcelona	Feminist attitudes and feminist identity of undergraduate students in Spain
Kelly Coate, Camille Kandiko Howson and Tania de St Croix	King's College London	Mid-career academic women: strategies, choices and prestige
Carole Leathwood and Barbara Read	London Metropolitan University & Glasgow University	Gender, age and seniority: un/becoming an academic in precarious times
Lenka Vrablikova	University of Leeds	Towards academic freedom: post-Kantian feminisms

Thursday 25 June: 9.00-11.00

Power in the Academy

Creating anti-oppressive spaces within the neoliberal diversity regime: doing critical pedagogy in university classrooms. Convened by Nicole S Bernhardt

Elena Chou	York University, Toronto	Intersectionality as Critical Pedagogy
Sandra Smele	York University, Toronto	Storying power and pedagogy
Pat Breton	York University, Toronto	The affect of 'feeling oppression/privilege: feminist politics of emotion in teaching and learning in neoliberal higher education
Rehanna Siew Sarju	York University, Toronto	Learning from the margins – teaching anti-racist feminist research
Nicole S Bernhardt	York University, Toronto	To call out or not to call out? Disrupting oppressions within the classroom
Geraldine McCusker	Manchester Metropolitan University	Feminist praxis in the academy: processes and tensions inherent in feminist pedagogy

Thursday 25 June: 3.45-5.45

Power in the Academy

Negotiating the academic/activist binary: a participatory workshop

Facilitated by Emily F Henderson and Emma Jones, UCL Institute of Education

Friday 26 June: 10.45-12.45

Acting for and reflecting on gender equality moves

Gendered roles, gender equality: promises and possibilities

Sarah Kennedy	Maynooth University	Rainbow families in the classroom: an exploration of the challenges facing LGBT parented families navigating the Irish education system.
Hanna Posti-Ahokas, Mari-Anne Okkolin, Magreth Matonya, Elina Lehtomäki	University of Helsinki	Educated girls and women in Tanzania: negotiated educational pathways
Magdalena Wicher, Anita Thaler and Birgit Hofstätter	Alpen-Adria-Universität	Implementing gender equality actions: triggering learning processes in organisational contexts
Noelle Oputa	SOAS, University of London	Gendered school experiences: rethinking the impact of formal schooling in Nigeria
Shaba Tunde	Bokma Foundation, Nigeria	Challenges of social inclusion: gender, inequalities, and human rights: Africa life
Elham Torabian	Institut des Etudes Politiques	Feminisation of poverty and gender equality in education in Africa: a reflection
Garth Stahl, Sue Nichols	University of South Australia	After school: Young Australian men's trajectories, identities and networks in the post-school year

WHITELANDS: 1014

Wednesday 24 June: 10.50-12.50

Teachers, Identities and Social Justice

Becoming a teacher: learning social (in)justice

Kate Hoskins, Sue Smedley	University of Roehampton	A very Froebelian childhood? Life history insights into the early childhood and education experiences of Froebel trainees educated in the 1950s and 1960s
Mary Beth Hayes	University of Georgia	Being a double minority: an interpretive look at a non-white pre-service teacher's world language certification experiences
Vina Adriany, Jo Warin and Annette Hellman	Indonesia University of Education	Exploring pre-service male students perception on becoming teachers in early childhood education: a case study from Indonesia
Allyson Jule	Trinity Western University, Canada	Nothing's straight here: gender and teacher education at a faith-based university in Canada
Vivienne Hogan	AUT University, New Zealand	Moving up and changing direction – becoming teachers against the odds

Wednesday 24 June: 2.00-4.00

Teachers, Identities and Social Justice

Teachers and teacher educators : doing social justice

Alexandra Sewell	University of Birmingham	Tanzanian teacher's constructions and perceptions of 'inclusive education' for girls and girls with disabilities
Kylie Smith and Kate Alexander	University of Melbourne	Feminism and early childhood: what are the lived realities of educators?
Tamar Hager	Tel Hai College, Israel	Pedagogy of resistance: a Jewish feminist teacher grapples with Arab students' discrimination and exclusion
Heidi Fritz Horzella	University of Warwick	Schoolteachers as gendered political subjects: pedagogy, activism and feminism
Elina Lahelma	University of Helsinki	Four year after the project: is gender awareness in teacher education a mission impossible?

Thursday 25 June: 9.00-11.00

Teachers, Identities and Social Justice

Storying the teaching self

Emmy Papanastasiou	London Metropolitan University	Discursive practices of gender, sexuality and educational leadership in Greek primary education: a case study
Lina Gurung	Kathmandu University	Female teachers and girls' academic achievement: a case of Pokhara Sub Metropolitan in Nepal
Sue Smedley, Kate Hoskins	University of Roehampton	Learning to be Froebelian: student teachers' life histories 1952-1965
Thordis Thordardottir	University of Iceland	"What was humiliating for him was appropriate for me": Icelandic teacher students earliest memories of being girls or boys
Katja Jonsas	University of Roehampton	Excellent researchers and good teachers. Teaching in a research intensive university
Kirsten T Edwards	University of Oklahoma	Divine inspiration: The influence of a religio-spiritual episteme on the pedagogical commitments of Judeo-Christian Black women faculty

Thursday 25 June: 3.45-5.45

Teachers, Identities and Social Justice

Teachers and school leaders : experiencing social (in)justice

Carole Veuthey	University of Geneva	Why are there so many women in pre-school year teaching? A gender-stereotyped profession
Daniela Acquaro and Wayne Martino	University of Melbourne & University of Western Ontario	Bargaining with patriarchy: tensions and contradictions for women choosing to work in single sex boys' schools
Daniela Acquaro and Helen Stokes	University of Melbourne	To lead or not to lead? Gender disparity in the leadership of boys' schools.
Marie-Pierre Moreau	University of Roehampton	"Manning up" teaching?: discourses of masculinisation, education policies and the teaching profession
Lori Beckett	Leeds Metropolitan University	Leaving an impression: the indelible marks of toxic forms of school accountability on teachers in urban schools

Friday 26 June: 10.45-12.45

Affect, power and care

Affecting power, the power of affect

Marie-Pierre Moreau	University of Roehampton	Regulating the student body/ies: university policies and student parents
Alyssa Niccolini	Teachers College, Columbia University	Terror(ism) in the classroom: the queer pedagogy of affect
Gyða Margrét Pétursdóttir	University of Iceland	Embodied, emotive, experienced and empathic in the ivory tower
Melissa Wolfe	Monash University	Schoolgirl Shame: affect and pedagogy
Genine Hook and Melissa Wolfe	Monash University	The student, parenting and the wardrobe: education, equity of access and possibilities of agency
Mirelsie Velazquez	University of Oklahoma	Primero Madres: affect, Love, and mothering in the educational lives of Latina/os

WHITELANDS: 2001

Wednesday 24 June: 10.50-12.50

Public Pedagogies: the power of policy

Policy, power and gender

Susanne Gannon	University of Western Sydney	Does gender (still) matter? temporality and gender equity policy in post-feminist times
Jasmina Crcic	University of Marburg	Gender mainstreaming in German education politics
Konstanze Spohrer, Garth Stahl, Tamsin Bowers-Brown	Liverpool Hope University	The aspiration discourse and neo-liberal notions of subjectivity
Parlo Singh	Griffith University, Australia	Im/Possibilities of educational change: women's work in high poverty schooling contexts
Marie Carlson	University of Gothenburg	"The immigrant woman" as problematic in the Swedish Welfare State - On categorizations and identity positions in policy, education and work life
M. Belén Hernando Lloréns	University of Wisconsin-Madison	Who is the subject of women's rights in education? A case study from Spain

Wednesday 24 June: 2.00-4.00

Public Pedagogies: the power of policy

International policy

Saba Hussain	University of Warwick	School going Muslim girls in Assam (India): experiences at the intersection of national policy and international islamophobic discourses
Goli Rezai-Rashti	University of Western Ontario	The politics of women's access to higher education in the Islamic Republic of Iran: the interplay of repression and resistance
Sophie Alkhaled-Studholme and Nahla AlMalki Delta	Stockholm University	Women's education in Saudi Arabia: a source of empowerment through the ongoing battle for equality. A feminist pedagogical perspective
Garth Stahl	University of South Australia	Constituting an egalitarian personhood of 'value' in a neoliberal discourse

Thursday 25 June: 9.00-11.00

Public Pedagogies: the power of policy

Policy and Practice: from micro to macro politics

Robert Moolman	University of Melbourne	Leading and driving GLBTI change at schools: how schools are developing and embedding a more inclusive environment for GLBTI students and staff in Victoria, Australia
Berglind Rós Magnúsdóttir	University of Iceland	Valorisation of middle-classness and patriarchal family structure: increasing school's market value through gendered and classed volunteering capital
Ingólfur Ásgeir Jóhannesson	University of Iceland	Gender and queer studies in Icelandic schools – an evaluation of a national curriculum initiative
Wayne Martino and Goli Rezai-Rashti	University of Western Ontario	The politics of gender misrecognition, feminist backlash and deracination in the era of neoliberal accountability
Marianthi Anastasiadou	Aristotle University of Thessaloniki	Educating women to combat equality: the rise of a new pedagogy in Greek Neo-Nazi discourse

Thursday 25 June: 3.45-5.45

Gender Norms and (Hetero)normativity

Jane P. Marshall	Kansas State University	Strong women and inventive cooks on the 19th century American Frontier: Making past stories of women, food and power part of present formal and informal pedagogy
Farzana Khan	Monash University	The making of a 'good girl': finding voice
Qun Chen	Hefei University of Technology	Gender Diversity in the Consciousness of Social Responsibility: The Impact of Education across Schools and Families
Savannah Rosensteel, Scott Richardson and Kortney Gipe, Haleigh Regal	Millersville University of Pennsylvania	Revisiting "Dilemmas of Desire": How Undergraduate Students Make Sense of Early and Current Sexual Experiences

Friday 26 June: 10.45-12.45

Gender Norms and (Hetero)normativity

Negotiating heteronormative 'bullying' discourses in US, UK and Australia. Convened by Jessica Ringrose

Jessica Ringrose, Victoria Rawlings	UCL Institute of Education & Lancaster University	Posthuman performativity and bullying: exploring the intra-acting discursive and material agents producing heterosexual gender at school (research conducted in Australia and UK)
Melissa J. Smith	Queering Education Research Institute (QuERI) and University of Central Arkansas	Quiet girls and active boys: heteronormative gender roles in teacher allies' classroom (research conducted in USA)
Elizabethe Payne	Queering Education Research Institute (QuERI) and City University of New York	Transgender kiss and the spectre of sexual predation: elementary educators' talk about a MTF transgender child's romantic awakenings (research conducted in USA)
Marisa Ragonese	School of Social Work, Graduate Centre, City University of New York	Shifter perspective: conducting school- based workshops on homophobic name- calling (research conducted in USA)

WHITELANDS: 2002

Wednesday 24 June: 10.50-12.50

Public Pedagogies: popular culture

Media pedagogies of gender

Anthonia Makwemoisa Yakubu	National Open University of Nigeria	' <i>NOTHING DEY HAPPEN!</i> ' Nollywood representations of mothers in disempowering situations
Michele Paule	Oxford Brookes University	Girls' negotiations with genre and gender on screen: the pedagogies of teen TV
Anna Carlile	Goldsmiths, University of London	Activist, lifestyle guru, corruptor, freak show: media representations of LGBTQ Parented Families and the potential impact on their relationships with schools
Birigit Hofstätter	Alpen-Adria-Universität	Remix video in the classroom: working with underprivileged youths on critical media participation
Maria do Socorro do Nascimento, Morma Maria Meireles Macêdo Mafaldo	Federal University of Paraiba	Contemporary culture, media, subjectivity and psychoanalysis: female images in the songs of Brazilian singer Alcione
Anna Cooper	University of California, Santa Cruz	Gender and the Internet: lessons in feminist media studies pedagogy at a California public university

Wednesday 24 June: 2.00-4.00

Research Methods and Methodology

Beyond Representation: engaging creative and affective methodologies for re-imagining girlhood in place, history and time. Convened by Emma Renold

Marnina Gonick	Mount Saint Vincent University	Girling the intersection of art and ethnography: voices in longitude and latitude
Emma Renold Gabrielle Ivinson Jên Angharad	Cardiff University University of Aberdeen Foundation for Community Dance	Dance of the not-yet: exploring teen girls' bodily becomings in an ex-mining community in the south Wales valleys
Gabrielle Ivinson Emma Renold	University of Aberdeen Cardiff University	Light moves: artful intra-ventions in co-produced participatory research with young women
Valerie Walkerdine	Cardiff University	Performing intergenerational transmission, performing girlhood

Thursday 25 June: 9.00-11.00

Research Methods and Methodology

Collective Biography as a method for investigating subjectivity, discourse and affect. Workshop facilitated by Susanne Gannon, University of Western Sydney, and Marnina Gonick, Mount Saint Vincent University

Thursday 25 June: 3.45-5.45

Research Methods and Methodology

Diverse approaches to feminist research

Michal Krawczyk and Anna Bartczak	University of Warsaw	Do gender and beauty affect college grades? Evidence from a large-scale quasi-experiment
Yarrow Andrew, Margaret Boyd, Lara Corr, Connie Lent, Maeve O'Brien Jayne Osgood and Lynet Uttal	Flinders University, Stonehill College, University of Melbourne, University of Wisconsin-Madison, Dublin City University, London Metropolitan University and University of Wisconsin-Madison	Uncertain negotiations: developing the methodology of a cross-disciplinary, multi-method, transnational approach to studying the value of early childhood education and care work.
Trevor McArthur	Stellenbosch University	Researching sexualities, gender and schooling: methodological and pedagogic implications
Niklas Alexander Chimirri	Roskilde University	Situated ethics in collaborative research with children
Briony Lipton	The Australian National University	"The 'wilful' secretary: secrets, silences and subjectivity in feminist research on women leaders in Australian higher education"

Friday 26 June: 10.45-12.45

Research Methods and Methodology

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

Carol Taylor	Sheffield Institute of Education	Mundane disturbances: theorizing the inconsequential materiality of educational spaces
Emily Danvers	University of Sussex	Critical thinking and higher education: thinking between Barad and Ahmed
Maria Tamboukou	Centre for Narrative Research, University of East London	Lunch hour in New York or narrative phenomena in the archive
Christina Hughes	University of Warwick	Exploring the ecology of value attribution: The case of number in debates concerned with access and progression to HE

WHITELANDS: 2012

Wednesday 24 June: 10.50-12.50

Femininities and Masculinities in Educational Settings

Gender cultures, schools and the making of boys

Ellen Huyge	University of Ghent	The assessment of intrasexual profiles among young adolescents: above and beyond the search of challenging laddish profiles.
Wendelien Vantieghem	University of Ghent	One school is not the other: The impact of school's gender cultures on the well-being of gender atypical children.
Melissa Smith, Elizabeth Payne	Queering Education Research Institute	Bullying, binaries, bathrooms, and biology: conversations with elementary educators about supporting transgender students
Elle Hilke Dominski	University of Nottingham	The de-masculinization of the young gay male, and he's angry
Eva Reimers	University of Linköping	Taciturn, indifferent and rural – constitutions of male students in northern rural Sweden
Garth Stahl	University of South Australia	Identity, neoliberalism and aspiration: educating white working-class boys

Wednesday 24 June: 2.00-4.00

Femininities and Masculinities in Educational Settings

Gendered identities, privilege and success

Bergljót Thrastardóttir, Ingólfur Ásgeir Jóhannesson	University of Iceland	"They call us the drama girls". Ethnographic study in an Icelandic compulsory school.
Shauna Pomerantz and Rebecca Raby	Brock University, Canada	Academic Success as Feminist Stance? Pariah and Alternative Femininities in the School
Jane Kenway, Debbie Epstein	Monash University & University of Roehampton	Abject nations and class conflations: toxic mobilities and elite girls' schools
Alexandra Allan	University of Exeter	'I'm not doing some high powered degree...they're not going to want to have someone who isn't super intelligent': examining what it means for young women to 'do well' in both education and employment
Debbie Epstein, Jane Kenway	University of Roehampton & Monash University	From elite school to ruling elite: the narcissistic economies of elite schools and the production of masculinities
Getrud Kasemaa	Tallinn University	The Paradox of Agency

Thursday 25 June: 9.00-11.00

Femininities and Masculinities in Educational Settings

Gendered roles, gendered discourse, gendered histories

Simon Brownhill, Ruby Oates	University of Cambridge and Derby	<i>Who do you want me to be?</i> An exploration of female and male perceptions of 'imposed' gender roles in the early years
Karolina Lendák-Kabók	University of Novi Sad, Serbia	An intersectional analysis of Hungarian, female high school graduates in Serbia
Reva Yunus	University of Warwick	Gendering education, gendering "empowerment": Accounts of learning, inequality & difference from India
Susan McCullough	City College of New York	Middle School Girls in Postfeminist Times
Ulla-Maija Salo	University of Helsinki	Forest daughters, Mother Nature and green criticism

Thursday 25 June: 3.45-5.45

Femininities and Masculinities in Educational Settings

Troubling gender: gendered discourses and education

Myriam Halimi, Els Consuegra and Nadine Engels	Vrije University, Brussels	Students' sex role attitudes: a review of determinants
Helen Griffin	DECSY	Scoping study for the Gender Respect project—perceptions of students in Sheffield primary and secondary schools
Irene Biemmi	University of Florence	Gender in schools and culture: an analysis of the situation in Italy
Marios Kostas	UCL Institute of Education	Gender discourses and identities in the curriculum and classrooms of Hellenic primary schools
Adriano Senkevics	University of São Paulo, Brazil	Good girls, good students? Gender, education and femininities in Brazil.
Prasanna Srinivasan and Audrey D'Souza Juma	Monash University & University of Melbourne	To cover or uncover: our subaltern speaks: how can we build our understandings of education and/or pedagogy through critical analyses of power relations drawing on, for instance, feminist, subaltern, critical race and postcolonial theories?

Friday 26 June: 10.45-12.45

The medicalization of health and gender

Medical-ised pedagogies and subjectivities

Alexandra Müller, Veronica Mitchell and Chivaugn Gordon	University of Cape Town	Disrupting the monolith with micro rebellions: a teaching intervention to challenge hetero-patriarchy at a South African medical school
Maria Tsouroufli	London	Affective pedagogy as a gendered form of

	Metropolitan University	academic professionalism in Greek Medical Schools
Diane Zachary Karns	University of Oklahoma	The medical mis-education of women: Bringing educational thought to the reproductive justice movement
Arun Verma	University of Dundee	Retention and success in healthcare education: exploring the influence of gendered identities in male- and female-dominated environments
Elena Pont and Isabelle Collet	University of Geneva	'Sorted it all out by myself': Laurie's emancipation from gendered and disabling representations about paraplegic people at work
Michelle Walter	University of Melbourne	Learning to be sick: the 'taught' experience of mental illness

Wednesday 24 June: 10.50-12.50

Power, Pedagogy and Childhood

Posthumanist approaches to reconfiguring gender and early childhood. Convened by Jayne Osgood

Jayne Osgood, Miriam Giugni/Red Ruby Scarlet	London Metropolitan University	What can a too tutu do? Reconfiguring gender in early childhood
Tuija Huuki, Emma Renold	University of Oulu & Cardiff University	Crush: mapping material and affective force relations in young children's hetero-sexual playground play
Ann Merete Otterstad, Ann-Hege Lorvik Waterhouse	Oslo University College	Hapticizing gender in early childhood - cutting together – apart
Rachel Holmes, Liz Jones	Manchester Metropolitan University	Flickering, spilling and diffusing gender/body/knowledge in the posthuman early years

Wednesday 24 June: 2.00-4.00

Power, Pedagogy and Childhood

Hetero-patriarchy: constructing gender and sexuality

Scott Richardson, Savannah Rosensteel, Kortney Gipe and Haleigh Regal	Millersville University of Pennsylvania	Pledging allegiance to the patriarchy: institutionalizing bias and inequity in American schools, kindergarten through post-secondary education—a new ethnographic/narrative perspective.
Maria do Socorro do Nascimento	Federal University of Paraiba	Social order and the metaphors of biopower: gender relations and sexuality in early childhood education
Adriano Senkevics	University of São Paulo	Playing outdoors, working indoors: gender, education and family socialization in brazil
Galatia Kallitsi	University of Cyprus	Constructing childhood: children's views on "beauty" and "sexuality"
Catherine Atkinson	University of York	Children doing gender and sexuality in the primary school: exploring the effects of critical pedagogy
Carrie Paechter	Goldsmiths	Young children, gender, and the heterosexual matrix

Thursday 25 June: 9.00-11.00

Revisiting and Reinventing Feminist Theory

Thinking through feminism, thinking through gender

Lenka Vrablikova	University of Leeds	Towards academic freedom: post-Kantian feminisms
Lanoi Maloiy	University of South Australia	African feminism: a lens for examining the experiences of Kenyan women in leadership
Kate Scantlebury	University of Delaware	Gender matters: building on the past, recognizing the present, and using material feminism to frame future science education research
Blue Mahy	Monash University	Ethico-onto-epistemological entanglements of gender-sex and technoscience
lisahunter	University of Waikato, New Zealand	(A)dressing the long (boardies) and short (bikinis) of performance surfing: a posthumanist tightening of patriarchal threads as a body pedagogy

Thursday 25 June: 3.45-5.45

Revisiting and Reinventing Feminist Theory

Gender monoglossia, gender heteroglossia: exploring diversity and hegemony in the construction of gender. Chair: Christine Skelton. Convenor: Becky Francis

Becky Francis	King's College London	Gender monoglossia, gender heteroglossia: the benefits of Bakhtinian applications for analysing power <i>and</i> diversity in productions of gender
Kay Fuller	University of Nottingham	Polyglossic simultaneity: 'switching' gender discourses but what else is it?
Debbie Johnson	King's College London	Assuming Sex and Gender: The Political Challenge of the Intersex Body

Friday 26 June: 10.45-12.45

Room free

WHITELANDS: 2040

Wednesday 24 June: 10.50-12.50

Subject Cultures

Gender, science and technology

Thomas Berger and Anita Thaler	Alpen-Adria-Universität	Youth interests as vehicles for gender-reflexive science and technology education
Janice Crerar	Charles Darwin University, Australia	Girls, boys and pedagogical ploys at play in the science classroom
Magdalena Wicher	Alpen-Adria-Universität	A gender perspective on technology education through extracurricular offers – An evaluative comparison of two technology-learning programmes
Valentina Guerrini	University of Florence	Women and science. Between stereotypes and new representations
Ricardo M Silva, Josilene Aires Moreira, Tatiana Rita de Lima Nascimento and Luna, Kelly Mendonça		Industrial engineering in Brazil: women challenges from the university to the factory floor
Erica J S Pinto, Valquíria Gila de Amorim, Cecília Telma Alves Pontes de Queiroz	Federal University of Paraíba	Women in Physics: an exploratory study of gender relations among undergraduate students in Brazil

Wednesday 24 June: 2.00-4.00

Subject Cultures

Workshop: Feminist practices, tactics and strategies in art and design education

Facilitated by Bianca Elzenbaumer, Samantha Broadhead, Sheila Gaffney, Debra Roberts, Kai Syng Tan (Leeds College of Art)

Thursday 25 June: 9.00-11.00

Subject Cultures

Sexuality, gender, equality: pedagogic and political strategies

Lyn Harrison, Debbie Ollis, Bruce Johnson	Deakin University, Deakin University & University of South Australia	Gender, power and pedagogy: engaging young people in disrupting silences about school based sexuality education
Barbara Rothmüller	University of Luxembourg	"A reform as delicate as complex" 1: the power struggles over sex education in Luxembourg
Vanina Mozziconacci	Ecole Normale Supérieure, Lyon	Knowledge and relations in feminist pedagogies: the case of sex education

Helen Cahill	University of Melbourne	Role-play or rule-play? Re-thinking the use of drama as a pedagogy for emancipatory enquiry.
Anna Bull	Goldsmiths	'Sometimes I feel like I'm his dog'. How conductors construct gendered authority in youth classical music groups.
Maria Eulina P de Carvalho, Gloria Raby and Flávia Maia Guimarães	Federal University of Paraiba	Origins and challenges of gender studies centres in higher education in North and Northeastern Brazil

Thursday 25 June: 3.45-5.45

Subject Cultures

Including feminism, including girls and women

Pia Vuolanto and Anne Laiho	University of Turku	Gender perspective in nursing science and nurse education
Kateryna Karpenko	Kharkiv National Medical University, Ukraine	Ecofeminist discourse in higher medical education
Josilene Aires Moreira, Danielle RoussyDias da Silva, Giorgia de Oliveira Mattos, Ricardo Moreira da Silva and Maria Eulina Pessoa de Carvalho	Federal University of Paraiba, Brazil	Difficulties in achieving a degree in computer science: why programming languages learning is harder for girls?
Cecilia Queiroz, Maria Eulina Pessoa de Carvalho, Josilene Aires Moreira	Federal University of Paraiba	Gender and the inclusion of young women in Exact Sciences, Engineering and Computer Science

Friday 26 June: 10.45-12.45

Room Free

SOUTHLANDS CAMPUS: LIBRARY

Thursday 25 June: 3.45-5.45

Pedagogy, Power and Childhood

A Visit to the Froebel Archive

You will be introduced to the Froebel Archive and will be able to spend time exploring it.
Facilitated by Kate Hoskins and Kornelia Kapok, the archivist.

NB. It is essential that you sign up for this visit before the end of Wednesday as numbers will have to be limited. You will be able to do this at the conference reception desk in Whitelands.

Meals and receptions at the conference

Breakfast will be on the Southlands Campus (where the halls of residence are).
All lunches, tea and coffee breaks will be at Whitelands

Wednesday 24 June: 6.45-7.30. Whitelands College

Taylor and Francis Pimms Reception followed at 7.30 onwards by a barbeque dinner

Thursday 25 June: 7.30-8.00. Grove House and Lawn, Froebel College

Gender and Education Association Reception and book launch, honouring Miriam David

Thursday 25 June: 8.00 on. Grove House

Conference Gala Dinner with live music.