Abstract book

Gender and Education Association
Interim Conference

Gender Equality Matters:
Education, Intersectionality
and Nationalism
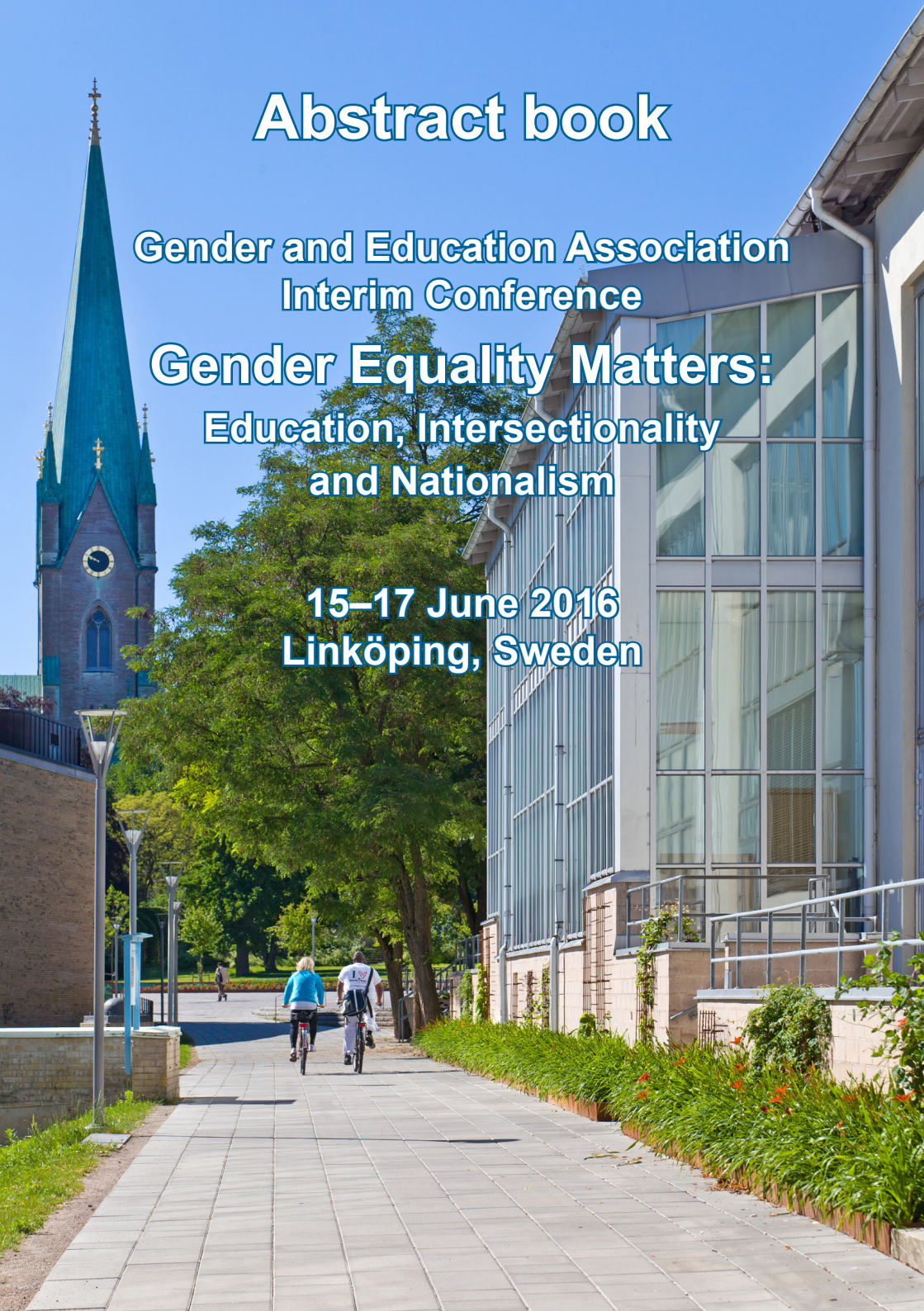
15–17 June 2016
Linköping, Sweden

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**Gender and Education Association
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Gender Equality Matters:

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Welcome

Linköping University, The Department of Behavioral Science and Learning, and The Department of Social and Welfare Studies welcome you to the fifth Gender and Education Association Interim Conference. The theme of the conference is "Gender Equality Matters: Education, Intersectionality, and Nationalism".

Sweden, like all the Nordic countries, presents itself as one of the most gender-equal countries in the world, hereby making gender equality as well as feminism a national trait. This construction and image of the nation as feminist, is simultaneously as reiteration of the nation as postfeminist. It is postfeminist because in a feminist nation there is no need for addressing gender issues.

In the current global situation, many people find it necessary to turn to Europe as they flee for they lives, because of war, terrorism, and little hope for a future in their country of origin. We, as feminists are witnessing how intersections of nationality and feminism (or discourses of gender equality) are used to construct refugees and immigrants as 'others', who threaten gender equality, as well as the 'emancipated' women of Sweden and other Nordic countries. By drawing on this notion, racism and nationalism are articulated together when nationalistic movements take it upon themselves to protect 'our' women from the misogynist 'other'. This phenomena points to the necessity of continuing addressing the fundamental role of gender norms in social life and politics. As teachers and educational scholars, we are convinced of the pivotal role of education in order to work against racism, protectionism, and anti-feminism.

This conference will therefore be an arena where feminist educational researchers and activists are able to get together in order to stress the importance of gender and education. We are looking forward to three days of challenging presentations, discussions, and networking.

Katarina Eriksson Barajas   *Eva Reimers*
Conference Chair   *Co-Chair*

Scientific Committee

Katarina Eriksson Barajas, Dörte Bernhard, Linnea Bodén,
Susanne Kreitz-Sandberg, Ann-Marie Markström, Håkan Löfgren,
Eva Reimers.

Organization Committee

Maria Hugo-Lindén, Chair of the Organizing Committee.
Nina Svenman and Katarina Eriksson Barajas.

The Department of Behavioural Sciences and Learning (IBL)

A sustainable society must be based on scientific knowledge of human behaviour and learning. The research environments at the Department of Behavioural Sciences and Learning generate knowledge in key fields of social science including work and working life, mental health, disability, school and lifelong learning. We educate students and scientists who are well equipped to meet future challenges in society and working life.

The Department of Social and Welfare Studies (ISV)

The Department of Social and Welfare Studies is a three-faculty department, which educates different forms of welfare workers such as nurses, social workers, and teachers. Educational practice is one of two educational research divisions at ISV. The research addresses questions of how, why and with what content education is conducted. This is done within the framework of the research fields 'Norms, inclusion, exclusion, and particpation', 'Social interaction as educational practice', and Media in education.

GEA – Gender and Education Association

GEA was formally established in 2002 (though active from 1997 on-wards), the association works to challenge and eradicate sexism and gender inequality within and through education.

GEA is a professional organisation that supports Higher Education workers in the field of Gender and Education

Objectives
• Promoting feminist scholarship and practice in gender and educa-tion internationally, nationally and locally.

• Providing an influential feminist voice.

• Promoting and problematising knowledge on gender and education.

• Encouraging teaching, learning, research and publication on gender and education.

• Providing a source of expertise and knowledge for policy makers.

• Creating networks to facilitate the exchange of information between our members.

GEA Conference Lead: Victoria Showunmi

Gender and Education

Changing the Future | Educating about Gender

Conference programme

Wednesday 15 June

09.15–12.00   PhD Workshop/Conference registration

12.00–13.00   Lunch

13.00–14.45   Welcome to GEA2016.
Keynote Speaker: Dr. Stine Bang Svendsen,
Norwegian University of Technology and Science,
Trondheim, Norway.
Title: "Can Nordic equality become diverse?"

14.45–15.15   Coffee

15.15–16.45   Parallel Sessions

17.00–   Wine Reception

Thursday 16 June

07.00   Morning Run

08.30–09.00   Registration

09.00–10.30   Parallel Sessions

10.30–11.00   Coffee

11.00–12.30   Keynote Speaker: Professor Lena Martinsson,
University of Gothenburg, Sweden.
Title: "Challenging the Myth of Gender Equality in Sweden".

12.30–13.30   Lunch with GEA Annual General Meeting

13.30–15.00   Parallel Sessions

15.00–15.30   Coffee

15.30–17.00   Parallel Sessions

18.15–01.00   Social programme and Conference Dinner

Friday 17 June

08.30–09.00   Registration

09.00–10.30   Parallel Sessions

10.30–11.00   Coffee

11.00–12.30   Keynote Speaker: Professor Hillevi Lenz Taguchi,
                Stockholm University, Sweden.
                Title: "Posthumanism as a Feminist Figuration: Post-
                humanist and New Materialisms Feminist Research in the
                Educational Sciences".

12.30–13.30   Lunch

13.30–15.00   Parallel Sessions

15.00–15.30   Conference closing with coffee

Special Thanks to:

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HUMANITIES AND SOCIAL SCIENCES

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Can Nordic equality become diverse?

Stine H. Bang Svendsen

Norwegian University of Science and Technology, Norway and
University of Stavanger, Norway

The Nordic countries pride themselves in equality, but as critical scholarship on Nordic cultures of equality has shown, there is a pervasive tendency to equate equality and sameness in ways that produces cultural similarity as a premise for equality. Currently, this cultural condition is being articulated with a neoliberal governmentality, which naturalizes difference in education. For scholars of gendered and racial (in)equality, this cultural and political situation requires an effort to conceptually reconstitute both equality and difference in the field of education. Stine H. Bang Svendsen contributes to this effort by accounting for racism as a constitutive element of the tradition of Nordic education, and explores what a pedagogical agency that decenters whiteness and the nation state might look like. Taking into account current trends in state disciplining of education practice to comply with assumed market demands, Svendsen considers how pedagogical practice still can foster alliances between populations and people whose livelihoods and democratic agency is imperiled, albeit not without risk.

Challenging the myth of gender equality in Sweden: intersections of nationalism and gender equality and the emergence of interruptive narratives in education

Lena Martinsson

University of Gothenburg, Sweden

Sweden is often considered, not least by its own population, to be the most gender equal and developed country in the world, a notion spooked about as "Swedish exceptionalism". The norm on gender equality has become part of a nationalist discourse reiterated also in schools. The problematic and highly performative intersection between nationalism and gender equality will be analysed and the point of departure for the lecture is partly a speech by a head teacher where she explained how the teachers at her school educate the unaccompanied children they are responsible for, and partly an episode in Sweden in the spring 2016, where a Swedish male politician didn't want to shake hands with a female journalist due to his Muslim faith.

The overall object of the lecture is to discuss the impact educational and gender researchers and not least teachers can have, in the work for a better democracy in a Europe where racism and fascism grow and human rights are challenged.

Posthumanism as a feminist figuration: posthumanist and new materialisms feminist research in the educational sciences

Hillevi Lenz Taguchi

Stockholm University, Sweden

How are issues of ethics, equality, subjectivity and the construction of the new enacted in research labelled posthumanist and new materialisms feminist research in the educational sciences? The aim of this presentation is to try to answer these questions by ways of showing how it is possible to understand the contemporary concept of posthumanism in terms of a feminist figuration in educational research. I will present how this concept is composed of four key components from which it is possible to draw the contours of what emerges as the figuration of the ultrasoundfetusimage. Each of these components have been extracted from events taking place on a specific plane of thinking as to "apprehend" particular philosophical problems from which they emerge. The presentation will show how these problems are deeply feminist while drawing upon a handful of feminist philosophers: Karen Barad, Rosi Braidotti, Claire Colebrook, Elizabeth Grosz and Isabelle Stengers. These problems concern how new life or anything new at all is created, and how women, children and other minoriatrian bodies can be constituted as subjects. In line with Deleuze and Guattari's and Claire Colebrook's respective methodological strategies, I have made the concept my method, by tracing-and-mapping the problems of the concept and constructing its components. The presentation turns to various examples of contemporary posthumanist and new materialist feminist research in education, in order to show how the figuration of the ultrasoundfetusimage, and thus how issues of ethics, equality, subjectivity and the construction of the new are enacted in these examples of research.

Abstracts

Wednesday

15.15–16.45
Parallel Sessions: Papers and Symposiums

Why the presence of girls makes boys study. Gender composition, gender role ideology and sense of futility in Flemish secondary schools.

Mieke Van Houtte[1] and Wendelien Van Tieghem[2]

[1]Department of Sociology, Ghent University, Belgium
[2]Centre for Diversity and Learning, Ghent University, Belgium

An important motive for students to be less involved in schoolwork and to misbehave in school, is the feeling that working hard at school is useless for people like them. On average, boys display a higher level of this sense of futility than girls. Knowing that boys' and girls' study involvement is higher and school misconduct is lower in schools enrolling proportionally more girls, this study examines whether the gender difference in sense of futility is related to the gender composition of the school. We argue that, considering the macho values underlying resistance against school, the more progressive gender role culture in schools with a higher proportion of girls might influence especially boys' sense of futility. Multilevel analyses of data gathered in 2014 from 5125 2th grade students in 56 secondary schools in Flanders confirm a small but significant difference between boys and girls in sense of futility. Schools' proportion of girls has no significant impact on girls. However, the more girls attend a school, the less feelings of futility boys manifest. This impact is not due to the schools' gender role culture, although a more traditional culture is associated with higher levels of sense of futility in girls and boys. This impact of gender role culture goes completely through students' individual gender role attitudes. Moreover, taking into account gender role attitudes, the gender difference in sense of futility disappears. Working on students' gender role attitudes might be a fruitful way to reduce boys' and girls' sense of futility.

Ethnic identity and school belonging for adolescent New Zealanders: Does gender complicate the intersection?

Penelope Watson[1], Frank C. Worrell[2], Christine Rubie-Davies[1], Melinda Webber[1] and Mohamed Alansari[1]

[1]Faculty of Education and Social Work, The University of Auckland, New Zealand
[2]Graduate School of Education, University of California, Berkeley, USA

Basic psychological needs (autonomy, relatedness, and competence) are motivators often linked to education consequences. Relatedness has been positively associated with intrinsic motivation (e.g., mastery goals), and successful internalisation of extrinsically regulated goals. In contrast, diminished autonomy has been linked to extrinsic motivation, with implications for impeding satisfaction of basic needs. Additionally, adaptive student time attitudes (past, present, and future thoughts) have been positively related to higher achievement and socioemotional adjustment, and disposition toward other racial-ethnic groups has influenced school experiences. Further, feelings of success, motivational choices, and self-determination have differed for male and female students within different racial-ethnic groups and national settings. The current study investigated gendered racial-ethnic differences in correlations between ethnic identity and psychosocial variables contributing to school belonging, for New Zealand adolescents. Z scores indicated that Asian and Pacific Island females valued relatedness more than other females, European and Asian males (more than other males) were associated with extrinsic motivation and behavioural engagement, European females were negatively associated with amotivation, and Pacific Island females had stronger feelings toward school than their male counterparts. Asian males and Pacific Island females demonstrated the most positive attitudes toward the future, but Pacific Island males identified more than other males, with self-hatred and anti-dominance. Māori females, and Asian and Pacific Island males were the most willing to accept students from other ethnicities, with implications for relationships at school, and within New Zealand's postcolonial multicultural society. The importance of informed knowledge of gendered racial-ethnic group dispositions for teaching and learning, was highlighted.

High achieving boys at school: masculinities and relationship with peers

Cinthia Torres Toledo

School of Education, University of Sao Paulo, Brazil

Brazilian educational indicators have shown that boys, particularly the black ones, face more obstacles to progress in school. On the other hand, a number of Brazilian qualitative research have argued that is usual for teachers to consider boys, more than girls, as high achieving pupils, in spite of the big picture of the educational inequalities. Aiming to clarify such matter, this research has studied the interactions between boys who are considered high achieving pupils at a public primary school, attended mostly by working-class families, in the city of Sao Paulo, Brazil. The intention was to analyze how power relations and the collective perceptions of masculinity among children could broaden the understanding of gender issues and the schooling process. Therefore, the research undertook the following procedures: interviews with teachers, interviews with 42 children, and ethnographic observations during two semesters. The findings show that the high achieving boys occupied a privileged position at school when interacting with their peers, due to their achievements, their racial privileges and their body performances identified as 'manly'. Moreover, these boys seemed to establish mutual help connections with a larger group of boys and actively practiced discrimination against black boys or those appointed as 'girlish'. At the same time, the other boys – who were excluded by the high achieving ones – used to be classified as underachieving pupils by the teachers. Lastly, we conclude that being a high achieving boy implies the engagement in certain masculinity patterns, for which a range of hegemonic practices are evoked.

Symposium:
Storying subversive tactics:
working with feminist theories and methods
that do not fit conventional models and
expectations of research in education

Jayne Osgood[1], Carol Taylor[2],
Kate Scantlebury[3] and Susanne Gannon[4]

[1]CERS, Middlesex University London, UK
[2] Sheffield Hallam University, UK
[3]University of Delaware, USA
[4]Western Sydney University, Australia

This symposium has been conceived in response to a steady growth in new materialist feminist research approaches in education. This shift sees feminist scholars moving beyond post-structuralist concerns with identities, subjectivities and human intersectionality towards an engagement with worldly entanglements which can offer more generative possibilities than critique alone. New materialist and posthumanist approaches in educational research concerned with gender are shaped by a concern with materiality, affect, experimentation and arts-based methods and the agentic nature of matter influencing research through the tools used to collect, analyse and disseminate research. However, foregrounding matter, affect and decentring the human in research endeavours is met with some resistance in more conventional spaces and places in academia. There is an urgent need for feminist scholars to create, nurture and maintain a community for those wanting to work with these new approaches – this is particularly true for doctoral students and early career researchers as the risks associated with taking the road less travelled are arguably greatest for those at the start of their academic careers. This symposium provides insights from feminist researchers who have been working with inventive, affective, creative educational research methodologies in the recent past. The presenters will story anecdotes from their experiences as authors, experimenters, editors, presenters, supervisors and teachers. The symposium aims to explore the strategies, networks, opportunities and subversive tactics that can be employed when attempting to work with theories and methods that do not fit conventional models and expectations of research in education.

Raising Awareness of Linguistic Gender Stereotyping among Teacher Trainees:
Results from the pilot trials of RAVE

Mats Deutschmann and Anders Steinvall

Department of Language Studies, Umeå University, Sweden

Language is at the heart of the mechanisms leading to stereotyping and inequality. It is a major factor in our evaluation of others, and it has frequently been demonstrated that individuals are judged in terms of intellect and other character traits on the basis of their language output. Awareness of such mechanisms is of crucial importance in education, not least for teachers. Although courses in sociolinguistics in teacher training deal with the consequences of linguistic stereotyping on a theoretical level, we believe that there is a need to provide student teachers with a deeper understanding of how they themselves are affected by such processes, so that this knowledge can have an impact on classroom practice.

Under the project RAVE (Raising Awareness through Virtual Experiencing) financed by the Swedish Research council (VR), we have been using digital media in order to manipulate identity variables such as gender in order to raise sociolinguistic language awareness of how listeners will interpret the same recorded text differently depending on the believed identity of the speaker. Here we describe the details of the model employed, and report on the preliminary results from two trial runs in which the above match-guise technique was used in relation to gender in a course in English sociolinguistics. A notable side result was that the course content, although set out to highlight gender inequalities in conversation, in some cases may have strengthened stereotypical assumptions, which further emphasises the need for awareness raising activities of this kind.

In the borderland between academic disciplines and school science – feminist perspectives on science teacher education

Kristina Andersson[1], Anna Danielsson[1], Anita Hussénius[2], Annica Gullberg[2], Maja Elmgren[3], Susanne Engström[4], Martha Blomqvist[2], Kathryn Scantlebury[5] and Cathrine Hasse[6]

[1]Department of Education, Uppsala University, Sweden
[2]Centre of Gender Research, Uppsala University, Sweden
[3]Department of Chemistry, Uppsala University, Sweden
[4]The school of Education and Communication in Engineering Science, KTH, Royal Institute of Technology, Sweden
[5]Department of Chemistry and Biochemistry, University of Delaware, USA
[6]Danish School of Education, Århus University, Denmark

Lately, school science and science education research has been characterised by a broadened interpretation of science, by inclusion of e.g. socio-scientific issues, partly in response to a declining science interest among young people (Kelly & Sezen 2010). Whether such a transformation of what constitutes science also has had impact on science teacher education is an open question. The aim of this project is to explore the borderline between the academic science disciplines and their school subject counterparts, as represented in teacher education, in terms of how science epistemology, content, and practice are reproduced and transformed when biologists, physicists, and chemists teach student teachers. The project's primary means of data collection are observations and interviews. In order to allow for a more nuanced exploration of how the epistemologies of the sciences are transformed in the meeting with teacher education, but also how the science disciplines are represented in speech and practice, the method of culture contrast (Hasse & Trentemøller 2009) will be complemented with theoretical insights from philosophers of science with their disciplinary background in science, for example, the physicist Barad (2007), the biologist Haraway (1991), and the chemist Stengers (Bensaude-Vincent & Stengers 1997). For our project, their focus on gender as an analytical category becomes particularly pertinent in the meeting between the strongly gendered practices of teacher education and science. The presentation will focus on our preliminary analysis of the observations, and also discuss some implications for a more inclusive teaching in the science disciplines.

Educating for Social Justice:
Training Feminist and Liberatory Teachers

Kay Siebler

English and Modern Languages, Missouri Western State University, USA

When we train teachers, we are shaping the attitudes and beliefs of the educators for generations to come. We are empowering them to shape their own classrooms; we are asking them to think about how they want to teach and what issues are important to them. It is imperative, then, that every teacher education program infuses all of its courses with readings, theories, discussions and work where feminist and liberatory praxis are central. Without specific and overt instruction of liberatory and feminist approaches to teaching throughout their education degree curriculum, new teachers will enter into their classrooms and begin their career without critical reflection of how they are reinforcing and perpetrating systems of oppression. New teachers need various courses where they can learn about, discuss, and think critically about issues of race, class, gender, sexuality, ability, and other power structures as they manifest in classrooms and curriculum. We – the faculty of education programs -- tend to limit discussions of and teaching of diverse texts and issues of social justice to classes specifically designated as such, sending the message that multicultural education and diversity is a side-bar – and not central to – every classroom. Instead, we need to revise our curriculums to include discussion of feminist pedagogical principals and issues of social justice in every teacher training course. This presentation will focus on how to do that, offering examples of syllabi and lesson plans.

Improving Pedagogical Practices through Gender Inclusion: Examples from university programmes for teachers in pre-schools and extended schools

Susanne Kreitz-Sandberg

Department of Behavioural Sciences and Learning,
Linköping University, Sweden

The purpose of this paper is to describe possibilities of gender inclusion in university programmes for teachers in pre-schools and extended schools. Gender inclusion integrates ideas of gender mainstreaming and gender sensitivity into university teaching. It can be seen as a way of improving preconditions for students to develop social sustainable pedagogical practices. The presentation takes its point of departure in research literature on gender in education. Gender sensitivity, intersectionality, diversity, norm-critical thinking and, recently, norm-creativity are only a few of the eye-catching terms in gender and education discussions. The study is inspired by educational ethnography and describes the work with gender inclusion in two programmes at one higher education institution in Sweden. The paper will describe how some of these concepts are being applied in relation to pedagogical work with children and in related programmes in higher education with focus on the following questions:

– Which are the predominant perspectives on gender in the investigated university programmes for teachers in preschools and extended schools?

– How can strategies for gender inclusion be described for the studied higher education programmes?

– In which way can this contribute to students' development of social sustainable pedagogical practices?

The analysis is expected to inspire work with further gender inclusion into teachers', preschool teachers' and other pedagogical work programmes. The presentation focuses on improving pedagogical practices through gender inclusion and wants to contribute to recent discourses on gender in teachers' education and gender in higher education.

Symposium:
Engendering success: Constructions of achievement in schooling and higher education

This symposium explores how gender and social class intersect with students' learning and identity processes in schooling and higher education (H.E.). All three papers consider the ways in which 'success' is constructed in different educational settings, and the relationships between these constructions and discourses about gender, effort and 'talent'. The papers by Allan and Nyström et al. both draw on research undertaken in elite H.E. contexts, where being a high achiever is expected. Allan's work focuses on the narratives of privileged young women in a UK university, while Nyström et al.'s study focuses on masculinities in elite university contexts in Sweden and the UK. Holm and Öhrn's paper draws upon data from ethnographic research with girls and boys in schools in Sweden to explore gendered discourses on performance and knowledge. All papers consider intersections between gender, privilege and achievement.

Papers
1. Gendered discourses on knowledge and performances in secondary school – Ann-Sofie Holm & Elisabet Öhrn, University of Gothenburg, Sweden.

2. Formations of success: Gender, class and academic achievements in elite undergraduate programmes – Anne-Sofie Nyström[1], Carolyn Jackson[2] & Minna Salminen Karlsson[1]. ([1]Uppsala University, Sweden; [2]Lancaster University, UK.)

3. Who I was, where I am, what I want to be: Young women's retrospective tales of class, gender and achievement – Alexandra Allan (University of Exeter, UK)

Discussant – Barbara Read (Glasgow University, UK).

Gendered discourses on knowledge and performances in secondary school

Ann-Sofie Holm and Elisabet Öhrn

Department of Education and Special Education,
University of Gothenburg, Sweden

Recent research points at declining achievement trends for Sweden in comparison with other countries, and also increasing differences between municipalities, schools and student groups. The longstanding pattern that girls achieve better than boys in school still occurs. This paper aims to explore various discourses of gender and achievement in student peer groups and in various teaching contexts in Sweden. Ethnographic field studies (class room observations, informal and formal interviews) were conducted in three grade 9 classes (including 70 students 15-16 years old) at three different schools. The findings indicate the presence of intertwined and gendered discourses on performance and knowledge. One is stressing everyone's equal chance of success if only they make an effort and study hard, and the other presenting 'real' knowledge as related to 'natural talent'. The latter is connected to a 'laid back' attitude towards schooling and is highly valued and generally ascribed to boys. Studying is not denied by the boys, but put in perspective of other (valuable) social activities and relations. The analyses also indicates that the 'anti-school cultures' in the study might be seen as to represent cultures of talent. Girls' higher grades are, on the other hand, often devalued and related to 'swotting', although seemingly adhering to demands on individual achievement. If anything, knowledge based on hard work might be suspected as attempts to cover up for lack of real talent. This discourse is more pronounced among privileged students, but is also expressed by teachers.
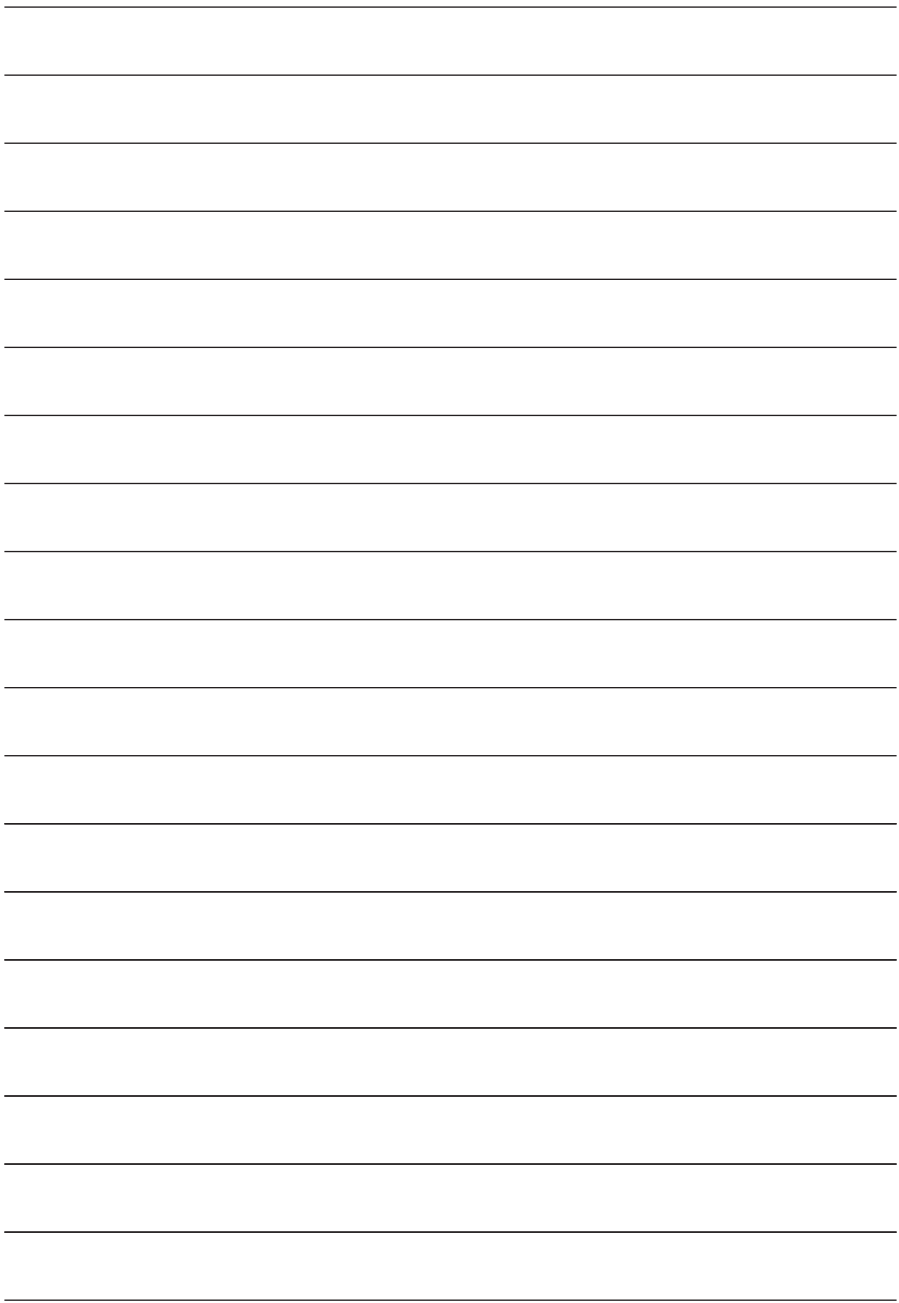
Formations of success:
Gender, class and academic achievements in elite undergraduate programmes

Anne-Sofie Nyström[1], Carolyn Jackson[2] and
Minna Salminen Karlsson[1]

[1]Centre for Gender Research, Uppsala University, Sweden
[2]Department for Educational Research, Lancaster University, UK

This paper explores constructions of achievement in relation to gender, class and learning/teaching contexts. In particular, we consider the ways in which 'success' and 'failure' are rendered visible in English and Swedish elite higher education environments, and how such instances relate to the programmes' different structures and cultures. The body of research about boys' and young men's 'underachievement' and 'effortless achievement' is substantial, especially in relation to schooling. However, far less is known about how discourses of masculinity intersect with those of academic achievement among undergraduate students, especially in contexts where students are expected to be high flyers and excel academically.

We draw on data from a large, ongoing, three-year (2015-2018), cross-national (Sweden and England) comparative interview project that investigates how constructions of masculinities and student identities inform strategies for coping with risks of academic failure and/or striving for success. The research focuses on Medicine, Law and Engineering Physics undergraduate programmes, all of which are regarded as competitive and high status, and recruit predominantly middle and upper-middle class young people. However, the programmes vary in terms of pedagogy and culture, as well as the gender composition of the intakes. Data are being generated by focus group and individual semi-structured interviews with students and staff. In this paper we draw mainly on data from staff.

Through our discussion we shed light on some of the ways in which men undergraduates' learner identities are constructed within these privileged academic contexts.

Who I was, where I am, what I want to be: Young women's retrospective tales of class, gender and achievement

Alexandra Allan

Graduate School of Education, University of Exeter, UK

This paper seeks to explore the different (often multiple, complex andfragile) relationships which young women have with academic achievement (their experiences of achievement and their own subjective sense of what it means to achieve). It will do so by drawing on the narratives of a group of relatively privileged young women (aged 18-21) who all attended the same 'top' UK university. The paper will explore what it meant for these young women to position themselves, and be positioned as, high achievers, in an educational context where high achievement was often taken for granted and commonly explained as simply 'running in their blood'. In particular, the paper will look at the narratives which these young women constructed about their past achievements; stories which were central to the tales which they told around achievement and which appeared to be deeply felt. The point is not to view these 'histories' as a way of recapturing self-evident and static pasts (and, therefore, as devices which might also tell us something concrete about how these young women ended up where they did today). But rather, to understand how these retrospective narratives were being constructed in the light of the young women's present experiences, and used in a variety of ways as they attempted to understand and position themselves as certain sorts of achievers in the present, and as they sought to prepare for and imagine possible futures. .

The porous nation:
a reality and vision in education

Lena Martinsson[1] and Eva Reimers[2]

[1]Department of Cultural Studies, University of Gothenburg, Sweden
[2]Department of Social and Welfare Studies, University of Linköping, Sweden

Point of departure for this presentation is the refugee situation in Europe and the possibilities for education to contribute to a more porous conception of Europe and the individual nation states. Consequently, we ask questions about relations between education and the (de)construction of the nation. For example, in Sweden, clandestine children, i.e., children to asylum seekers without legal permission to stay in Sweden, have the right to go to school. The presence of these children in schools materializes a conflict between two norms regarding who is to be considered part of the Swedish nation. The educational act, on the one hand, is based on a human right discourse, granting every child the right to schooling. The clandestine situation of the family, on the other hand, affirms the notion that there are definite borders which makes it possible to position some people outside the nation. This example highlight schools as spaces for enactments of conflicting norms. We claim that there is always a plurality of contradictory and stabilizing norms present in all classrooms which like the example challenges the reiterations and stabilization of normative processes. There are normative materialisations pertaining to nationality, gender, race, class, sexuality, functionality, etc., that are negotiated, recognized, or silenced. The aim of the presentation is to explore how the performativity of a plurality of norms can take part in constructions of the porous nation which opens the limits for who can be recognized as a valid identity.

The terrorist men and their helpless women

Zahra Bayati

Education, Karlstads University, Sweden

The subject I want to discuss in my presentation is how white patriarchy, and some white and non-white feminists, uses the colonial stereotype of the non-white man in the name of protecting the non-white woman - leading to oppression of both non-white men and women in contemporary society and the educational system. My presentation is based on the empirical studies that I did related to my PhD study. The teacher students whom I interviewed had experienced being treated as the other at teacher education   because they are middle-eastern; those who wore hijab fared the worst. These stereo-typical discourses about them they saw in teacher's and student's attitudes and speech, and in course´s books. According to these students, the un-humanising of middle-eastern men as "violent" and "dominant" contributes to a picture of helpless and willpower-lacking middle-eastern women that influences their position in the teacher education among the other students. The problem that these students discuss in the interviews is that these stereotypes and discourses that are spread at teacher education are dangerous because these "knowledges" continue to spread to other education institutes like schools and preschools where som of their white swedish classmates work as teachers in the future. These negative narratives about middle-eastern men - which are an old stereotype from the colonial era - continue contributing in oppressing middle-eastern women as their position in different structures are influenced by these colonial narratives.

Legislating the Education of Democratic Citizens: Gendering and Racializing the "Problem" of Convivencia in Educational Policy in Spain

M. Belén Hernando Lloréns

Department of Curriculum and Instruction,
University of Wisconsin, Madison, USA

During the transition into democracy in Spain (1975-1982), convivencia—the democratic ideal of living together—served as a discourse of "modernization" of the educational system and of its subject/citizens after a dictatorial and authoritarian regime. However, in the last two decades, concerns with convivencia have (re)emerged, specifically in the field of education, and have been accompanied by changes in education legislation. During this period, different educational policies were legislated in the name of convivencia and pointed to cultural difference as the source of increasing violence in public schools. In this Foucaultian discourse analysis, I interrogate the ways in which convivencia discourse present in the Spanish education policy, since the democratic opening in 1978, and the debates around it both produce and are affected by shifts in the understandings of democracy, citizenship, and State´s hopes and its fears. In the name of convivencia, a young Muslim girl has been suspended from school and police have been allowed to patrol schools. In this presentation, I argue that convivencia operates as a discourse of differentiation by producing the limits between the good and the evil in spaces of democratic life in school along the contours of gender, race, and class. I analyze three educational policies targeting convivencia at the State and the Autonomous Community domain and the shifts in the discourses around it. The analysis of the laws from which these policies stemmed in 1990 and 2006 allowed me to interrogate how these policies produce and are affected by broader notions of citizenship, democracy, and the State´s hopes and fears. I also draw on printed news media.

Abstracts

Thursday

09.00–10.30
Parallel Sessions: Papers, Panel and Roundtable

Immigration's daughters.
Mixed identities between gender-based and intercultural dynamics

Giulia Pozzebon

Università degli Studi di Milano-Bicocca, Milano, Italy

Some transformations of the contemporary society, such as the individualization of life courses, the changes in family models, the migration movements (Bauman, 2001), influence people's every day life in an educational way (Tramma 2015), forcing the construction of flexible and hybrid identities in a system of multiple belonging.

This is emblematic for the second-generation, caught between two worlds (Ambrosini, Molina 2004) -the host society and the original family- in a society who is going towards the super-diversity (Crul, Shneider and Lelie, 2013). Boys and girls play differently this dynamic balance (Berry, 2005) and the meeting between different cultural systems calls into question the traditional models of man and woman (Chuang, Tamis-Le Monda, 2009).

These processes come out in a complex dialectic, where developmental, generational, cultural and gender-based dynamics are interlaced and influence each others.

The research takes place in this crossroad, to understand what processes of cultural transmission concerning the daughter of foreign families take place in families, at school and in the care and social services; a central issue is exploring how the negotiation of gender patterns expressed by girls' key person contribute to the built of their self-image and life project.

With a qualitative approach and multiple data collection tools, such as life stories, semi-structured interviews and focus groups, the final aim is to understand the role played by schools and social-care services in supporting the growth process of second generation girls today in Italy, and sustain educational design in this field.

Intersectionality and the Politics of Belonging: Trajectory of Immigrant Student Women in Higher Education

Cynthia Trililani

School of Education, University of Iceland, Iceland

In my presentation I will focus on my PhD research where I intend to use a feminist, intersectionality approach to explore the lived experiences of immigrant student women in higher education in Iceland and their position with regards to their gender, race, class, and other social categories that impact on their identity and struggles over their sense of belonging. My interest in this topic developed as a result of my own experience as an immigrant woman studying at the University of Iceland. Over the years in Iceland, I have experienced particular incidents due to my race and gender that has impacted on my motivation to study and how I view myself in society. To present the voice of immigrant student women, I will conduct semi-structured in-depth qualitative interviews focusing on the immigrant women's narratives where they will be invited to outline what kind of trajectories they have followed in developing a space for themselves and a sense of belonging at the university and communities. Participants of this research will be selected based on specific criteria that are most suitable to the purpose of the research. I am hoping that my intended research will further contribute to the development of the intersectionality approach as a theoretical and analytical tool for understanding the complexities of immigrant student women's lived experiences and that it will provide some guidelines to educational programs, policies, and advocacy efforts on how they can account for immigrant student women´s needs.
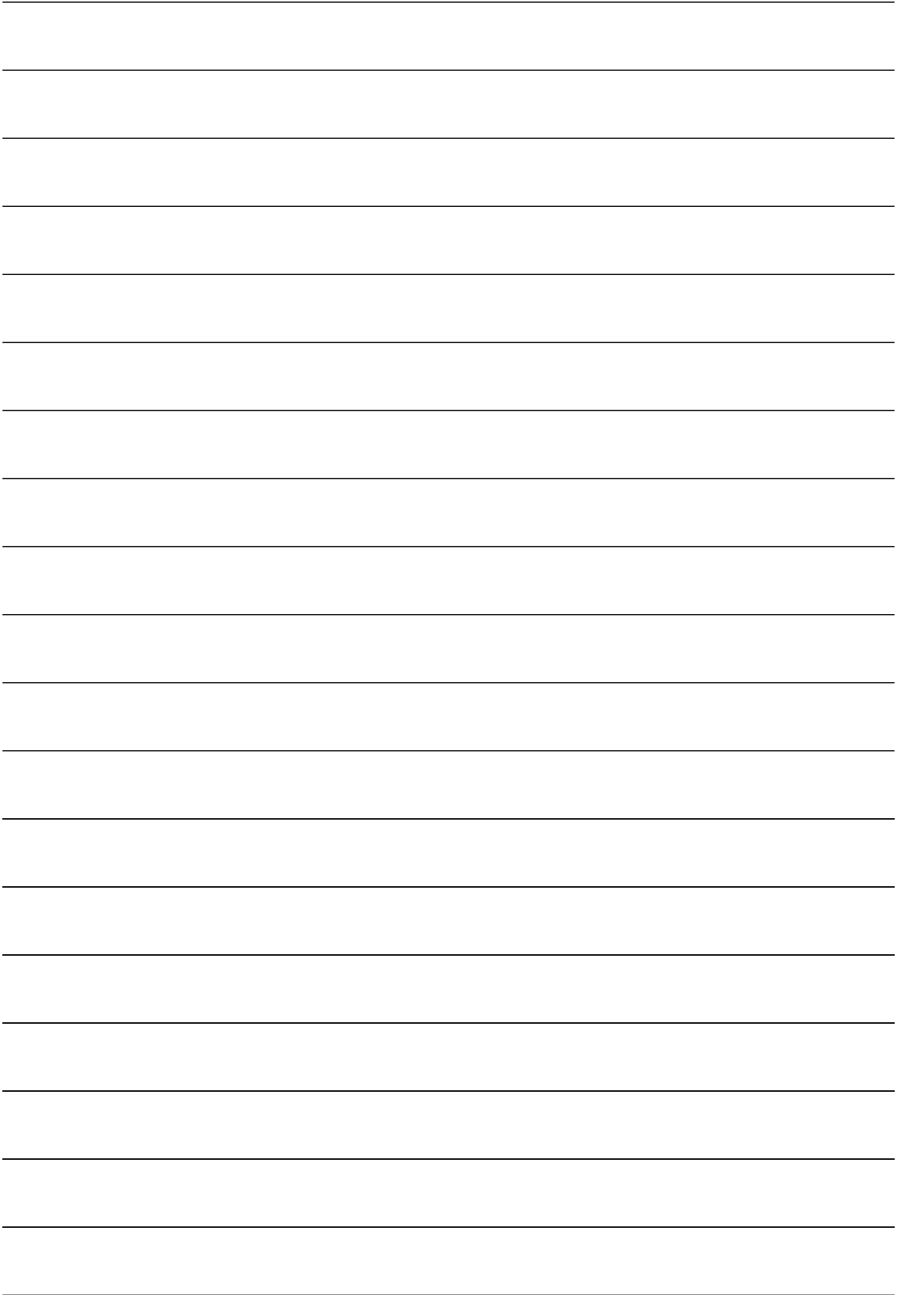
The Vulnerabilities of Girls of Color in the Sex Education Classroom

Sharon Lamb[1], Renee Randazzo[2] and Tangela Roberts[1]

[1]Counseling & School Psychology, University Massachusetts Boston, USA
[2]Fenway Health, USA

Although studies of sex education in the US have pointed to racism and sexism (Fields, 2005, 2008; Fine & McClelland, 2006) in curricula and policies, very little research has explored girls of color's responses to the sex education provided. This paper explores transcripts from the SECS-C (Sex Education for a Caring Society Curriculm) (Lamb, 2013) taught to diverse 9th graders in a co-ed classroom. The SECS-C is a progressive curriculum which aims to help students understand and respond to complex topics beyond health, topics suc as consent, coercion, pornography, and media objectification. Observations while teaching and in analyzing transcripts led three researcher to further explore what they saw as the vulnerabilities of Black girls in particular in the classroom. There were three forms of resistance shown: refusing to enter the conversation; a tendency to equalize girls' and boys' risks; and girl-blaming through a neoliberal discourse of choice and individual responsibility. We discuss these forms of resistance as ways of resisting being positioned as victims and as a way of positioning themselves as superior to boys in the class who performed a hegemonic masculinity in the classroom in response to certain topics like pornography. We discuss the history of respectability politics as a contributor to these forms of resistance and explore competing discourses. We also apply a reflexive approach, examining the dynamics between students and teachers.

A Different Story: Black girls' experiences of the British Education System.

Victoria Showunmi

Education Practice and Policy, University College London, IOE, UK

Most research in education over the past decade has focused on white middle-class children, or on boys. This has left a sense of curiosity – and even urgency – to investigate experiences of black girls in education.

To address this gap, research was conducted to explore the experiences, thought processes and achievements of young teenage black girls in education in Britain. The study involved focus groups and interviews, including both high and low achievers from both affluent and deprived areas.

The findings revealed the belief, among both high and low achievers, that black girls were viewed and treated more negatively at school than their white peers, that teachers often held stereotypical negative views of black schoolgirls, and that this impacted on their educational achievements.

In view of these findings, more research is needed to establish the facts and to precipitate actions to improve the experiences and achievements of black girls in education.
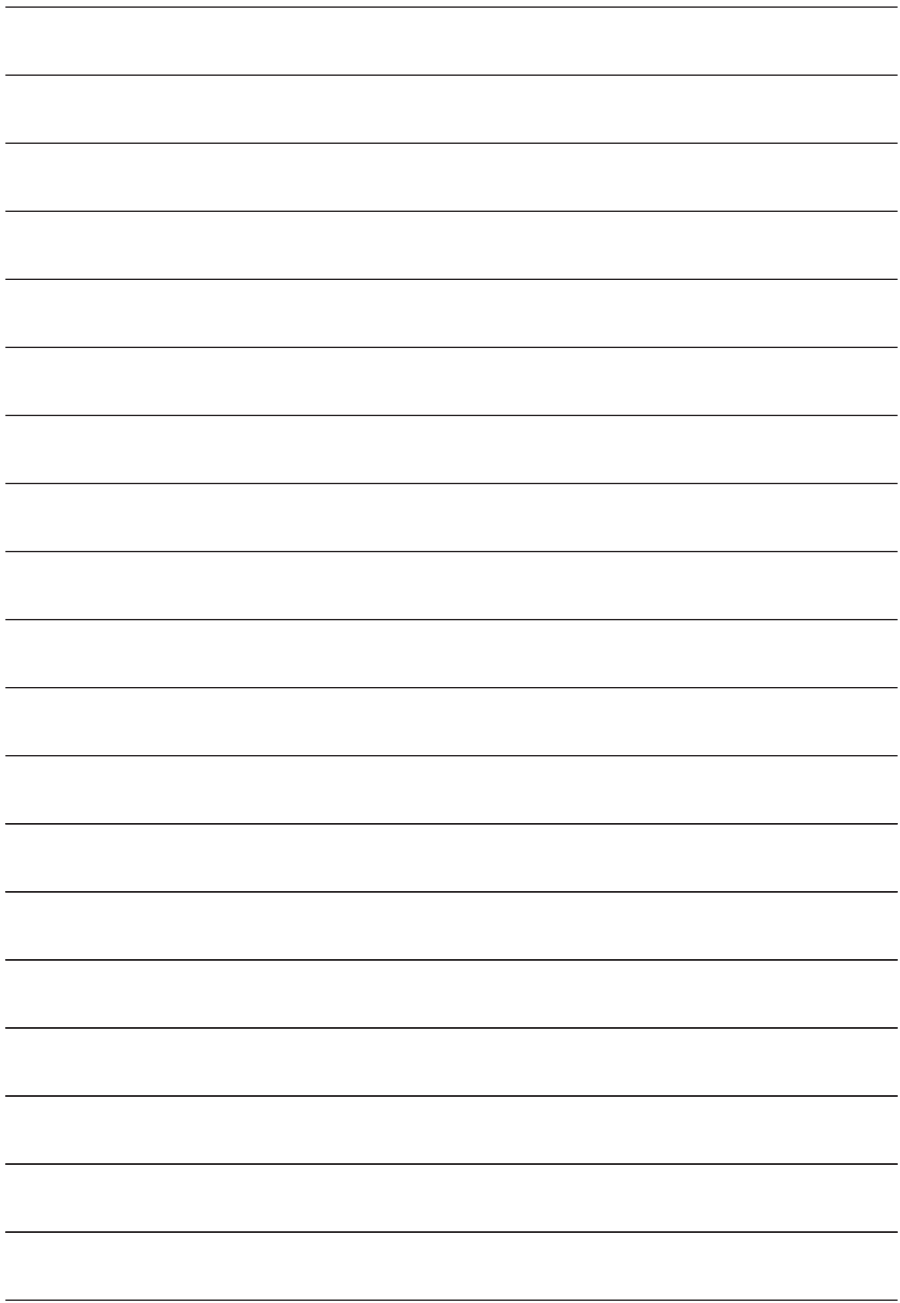
Roundtable:
Reaching out across epistemological borders

Anders Johansson[1,2], Anita Hussénius[2],
Staffan Andersson[1] and Anna Danielsson[2,3]

[1]Department of Physics and Astronomy, Uppsala University, Sweden
[2]Centre for Gender Research, Uppsala University, Sweden
[3]Department of Education, Uppsala University, Sweden

There is a broad consensus that gender equality is a crucial issue in science education. However, science education researchers approaching issues of gender have often used the quantitative research methods that dominate the natural sciences. This means that introducing a qualitative, feminist tradition into science education research potentially presents several difficulties. Several "paradigm gaps" have to be bridged in order for fruitful dialogues to occur.

The organizers of this round table are all science education researchers who have experience of publishing in science education journals. Drawing on our experiences, we will initiate a discussion of the challenges of bringing interpretative research perspectives in dialogue with traditionally positivist research fields. We invite researchers facing similar challenges to join this roundtable to share experiences, problems, and strategies for doing feminist research, for example, discussing the hurdles of publishing in journals unaccustomed to feminist perspectives. Questions to be discussed during the roundtable include: How can we as feminist researchers make a difference in research fields where the research questions and methodologies we employ are often seen as "unscientific"? How do we communicate results from experience-based research about in/equality in contexts infused with taken-for-granted notions of objectivity and meritocracy?

Dear Future Husband:
Using popular music with high schoolers to explore dominant constructions of gender, sex and sexualities

Elly Scrine

National Music Therapy Research Unit, University of Melbourne, Australia

Education settings have been identified as power structures which influence gender development, reinforce gender differentiation and subjectivity, or serve as a microcosm for myriad intersecting systems of privilege and inequality (Conroy, 2013; Frisby, Maguire & Reid, 2009). Schools are also understood as opportunistic sites where the salience of intersecting power imbalances can be renegotiated (Flood, Fergus & Heenan, 2009; Jewkes, Flood & Lang, 2014). Research has shown the significant potential of music as a personal and social resource for young people, as well as its value in participatory research approaches that seek to unsettle traditional power dynamics (Stige & McFerran, in-press). This paper discusses a study that used music-based group workshops to generate qualitative data with young people from diverse gender, race, sexuality and class backgrounds in UK and Australian high schools. The groups interrogated the meaning and role of gender and sexuality in their lives through songwriting, and analyses of pop music videos. Data collection was guided by a feminist approach to inquiry, which sought to engage the students as collaborators and experts, while a queer theory lens assisted to promote inclusivity with trans and gender diverse student participants and explicitly trouble gender conventions during data analysis. The young people reflected upon their understanding of gender norms within their education context, ranging from mainstream to at-risk school settings. Group examination of popular music videos elucidated how representations of gender and sexuality continue to be restricted to binaries based in a cisgendered, heteronormative discourse that celebrates male sexual desire and upholds traditional femininities. Each group wrote and recorded a song for the study, which was analysed using a music therapy method based in a phenomenological framework, and reflected their collective advocacy for equity across intersections of gender, sexuality, race, socioeconomic status.

Young trans people's experiences of school in Sweden

Irina Schmitt

Department of Gender Studies, Lund University, Sweden

Transgender, gender transgressive and gender creative young people are still at the periphery of educational as well as academic and political vision.

In Sweden, as elsewhere, schools are inherently gender and sex-segregating and –re_producing spaces. Formally, schools and teachers are compelled to create environments that are nontoxic and conducive to learning for all students. While activists have introduced feminist, queer and norm-critical pedagogies into schools, and tentatively in teacher educations, researchers and activists agree that schools and teachers are often unprepared. In addition, knowledge production around trans in Sweden is mostly located in Western understandings of gender and sex, and Eurocentric genealogies of theorizing bodies and identities. How does that affect the discourses about education, and the participants in the study?

Through interviews with trans young people and young adults, I aim to learn more about the experiences of transgender, gender transgressive and gender creative young people in school, in to my knowledge the first extensive study in Sweden explicitly focusing on trans peoples' experiences in and their analyses of schools.

With this presentation, I will discuss the early stages of this study contextualizing existing knowledge production in Sweden with international work on and with young trans people, and addressing ethical and methodological issues.
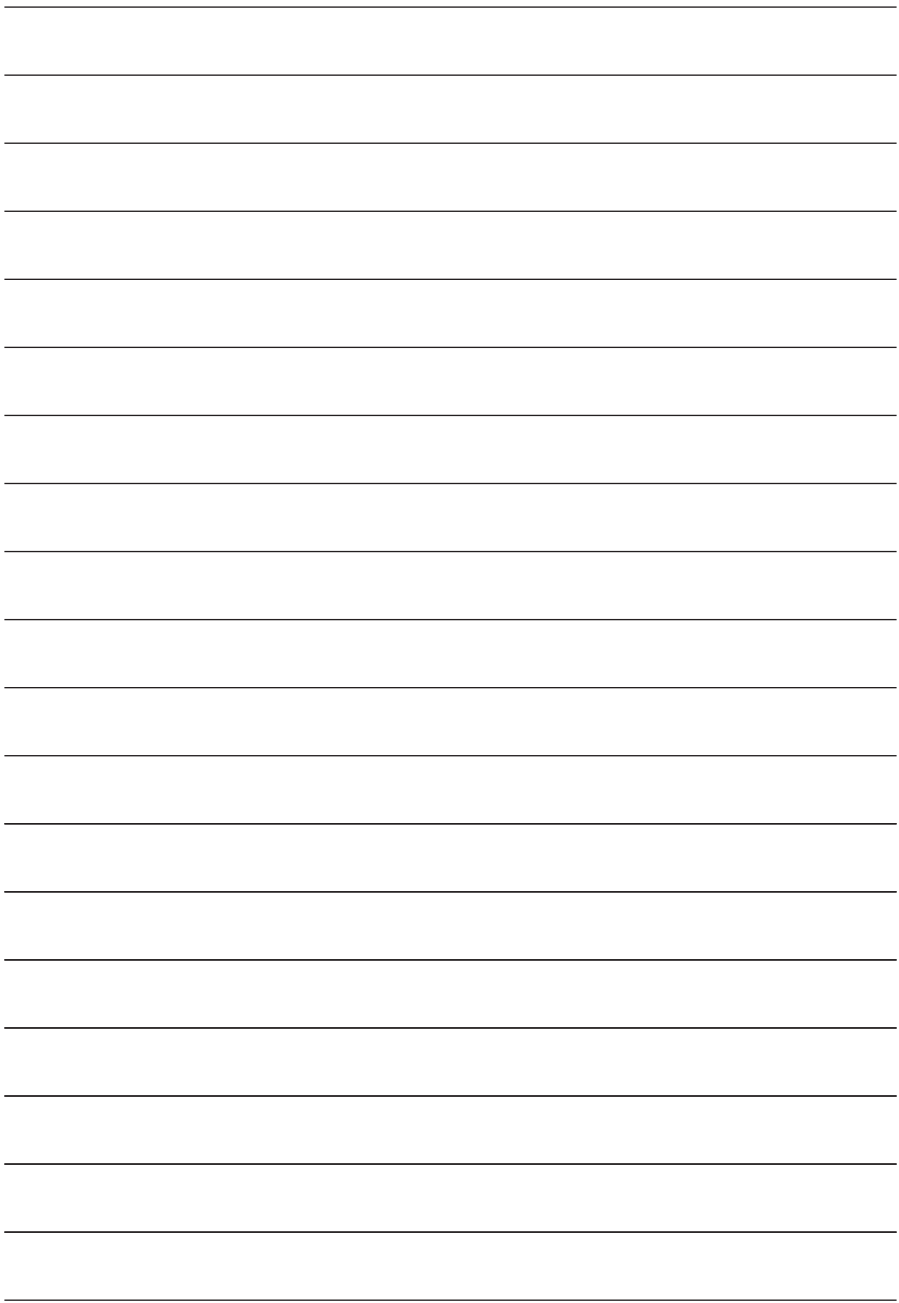
Difference versus variety – the perspective of gender in research on patterns of intimate relationships in sexual education textbooks in Poland

Emilia Paprzycka[1] and Joanna Dec-Pietrowska[2]

[1]Warsaw University of Life Science – SGGW, Poland
[2]University of Zielona Góra, Poland

This pronouncement shall concern the contexts of constructing of intimate relationships in the contents of Polish sexual education textbooks. We will present the findings of the all-Polish research project "Gender in Textbooks". The researchers attempted to find out how women and men are presented in sexual education textbooks in the context of intimate relationships, and whether or not the textbooks take into account the variety of the manners of being a woman and a man, which is a characteristic feature of life in contemporary societies. The research was of a complex nature, i.e. the analysis included all the sexual education textbooks approved for teaching process by the Ministry of National Education in the years 2013-15. Quantitative and qualitative strategies were applied in the research. The quantitative analysis covered visual material and the qualitative analysis pertained to the contents presented in the textbooks and workbooks for sexual education. All together 1113 visual forms and 11 books were analyzed. The concept of gender was a research perspective and, at the same time, an analytical category - the basis for the categorization key structured. The analyzed publications stated that the message is focused upon education to difference - and to variety, bears the stamp of indirect discrimination and may lead to autodiscrimination. The traditionally defined masculinity and femininity as well as marriage are assessed positively and presented in opposition to negatively structured so-called liberal image which is identified as a present one.

Reflections on shame in education about LGBTQI

Ämma Hildebrand

Department of Educational Sciences, Lund University, Sweden

In 2011 the Swedish High School subject Science got a new curriculum in which a novel topic, loosely translated as sex, sexualities and norms, was introduced. This topic is partly interpreted by some of the Science teachers as teaching about LGBTQI. My research focuses broadly on how this new topic materialises in classrooms drawing on qualitative interviews with Science teachers and classroom observations.

In this paper I explore what shame does with what the education about LGBTQI can be, and what might be the outcomes of it. More specifically I problematize if the education about LGBTQI helps in making it more possible for LGBTQI identified persons to hold our heads high, or not.

Drawing on theorists like Sara Ahmed and Eve Kosofsky Sedgwick, I argue that education about LGBTQI can cause a form of nation building comparable to Ahmed's reasoning about the excuses from the white Australian population to Australia's first peoples. By teaching about historical circumstances for LGBTQI people in Sweden the heterosexual Swedish teachers embrace the shame that sticks to how LGBTQI people ware treated historically. The embrace of this shame creates a sense of belonging between Swedish subjects, yet places LGBTQI people outside of that national imagination. I do not therefore argue that the new articulations in the curriculum should be removed; instead I argue that teachers should be better educated in teaching about norms.
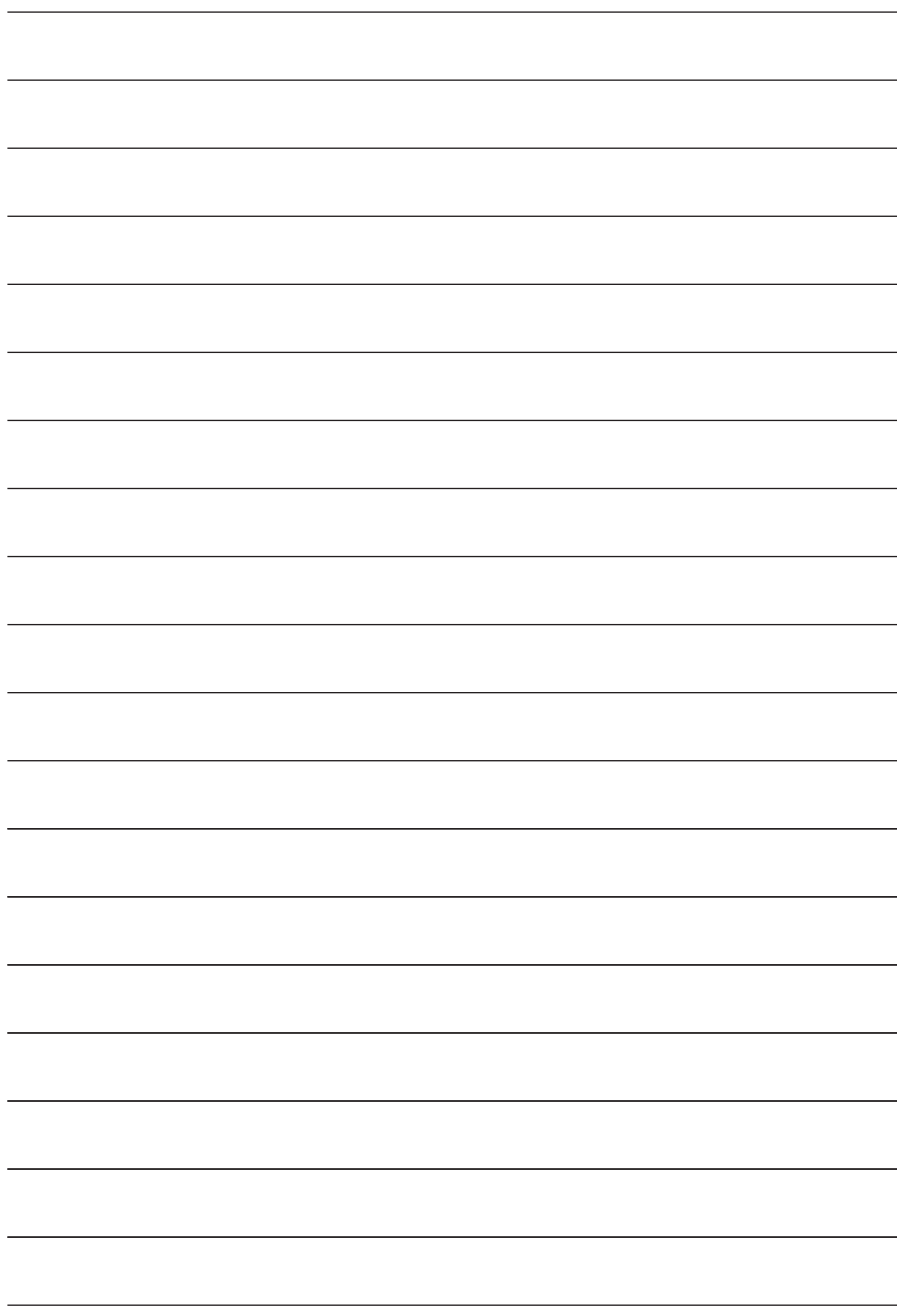
Panel:
Engaging mediated and posthuman gender activism with young people in schools

Keywords: actvism, social media, digital, new materialism, posthuman, teen feminism

Papers
1. I put my keys between my fingers to clock someone round the face': Fourth wave embodied resistance in and out of feminist school spaces – Hanna Retallack (UCL Institute of Education, London, UK).

2. Feel what I feel: an onto-cartography of teen girls addressing sexual violence through creative and affective activisms – Emma Renold (School of Social Sciences, Cardiff University, UK).

3. British-Muslim schoolgirls' subjectivities under the structures of anti-radicalization and Prevent strategy policies – Shiva H. Zarabadi (University College London, Institute of Education, UK).

Chair – Mindy Blaise (Victoria University, Australia).

'I put my keys between my fingers to clock someone round the face': Fourth wave embodied resistance in and out of feminist school spaces

Hanna Retallack

UCL Institute of Education, London, UK

This paper will consider the current rise of fourth wave (Munro, 2013) feminisms in the emergence of teenage feminist groups, in which school girls can be seen to be actively transgressing neo-liberal and postfeminist narratives of 'girl power' (Gonick, 2007) and 'successful girls' (Ringrose, 2007)in order to form feminist collectives within their schools. Much like the consciousness raising (or RAP) groups of the second wave this involves face to face meetings that discuss issues around gender and sexuality, but within specifically school-based spaces that are able to enable, preclude, make and undo the emerging feminisms on their sites. This presentation will explore data gathered in a London school that raises questions around how the teenage feminist body becomes re-inscribed within and beyond the school space, as feminist girls engage with discourses and activisms that challenge schooled codes of 'respectability' and femininity. Drawing on theories of embodied affect, this presentation will question how teenage girls are re-inscribing pre-conceived notions of femininity through embodied resistance and protest both within and beyond their schools.

Feel what I feel: an onto-cartography of teen girls addressing sexual violence through creative and affective activisms

Emma Renold

School of Social Sciences, Cardiff University, UK

Inspired by posthuman and feminist new materialist activist philosophy, this paper speculates on what else research and activism on young sexual violence can do, be and become. It explores the unexpected twists and turns of using creative methodologies in an ESRC/AHRC-funded community activist project with six teen girls on sexual safety and violence. Mapping the journey of how data becomes da(r)ta and da(r)ta becomes d/arta-phact, the paper traces how the 'runway of disrespect', the 'shame chain', the 'ruler-skirt' and the 'tagged heart' ripple through peer cultures, school assemblies and national policy landscapes. Each journey offers an 'onto-cartography' of how bodies, space, objects, affects and discourse 'intra-act' (Barad 2007) to produce d/artaphacts crafted from and carrying experience. The paper concludes by considering the ethical-political affordances of the im/personal vitality of objects (Bennett 2010) and the invocative ways in which arts-based methodologies might help us work with young people to safely and creatively communicate and transform oppressive sexual cultures and practices.

British-Muslim schoolgirls' subjectivities under the structures of anti-radicalization and Prevent strategy policies

Shiva H. Zarabadi

University College London, Institute of Education, UK

The contemporary paradigm in Britain that has emerged as a result of the increasing scale of global terrorist incidents, intensified government efforts highlighted by the Prevent agenda and tighter surveillance in schools brings different consequences for the lived experiences of Muslim-British schoolgirls. Lack of research on how subjectivity of British-Muslim schoolgirls are constructed in these initiatives necessitate both the critical investigations of schooling experiences and identity formation among this group. My proposed research aims to develop new understandings of the ways in which young Muslim schoolgirls configure their subjectivity in such an environment, while also contributing to the facilitation and resistance of the Prevent scheme policies and practices. The research will use creative methods to gather data, which have hitherto not been collected, to both critically study the implications of the policy, and suggest ways in which the well-being and safety of young Muslim girls can be promoted in the current context. For my proposed research I take the New materialist and Posthumanist approach to move beyond conventional approaches of considering Muslim girls as passive/ victims or as active agents resisting the Western hegemonic cultures to rather complex assemblages of forces and elements such as policies, other bodies, discourses, classroom, family, roads to and from school. My aims are to explore how young Muslim schoolgirls articulate and practice their subjectivities under current radicalization anxieties and how schoolgirls feel attitudes have changed under the new radicalization concerns.

Abstracts

Thursday

13.30–15.00
Parallel Sessions: Papers and Panel

Towards Ontologies of Becoming in the Sexuality Education Classroom: Pedagogical Im/possibilities

Kathleen Quinlivan

School of Educational Studies and Leadership, College of Education, Health and Human Development, University of Canterbury, Christchurch, New Zealand

In this paper I explore the potential that the Deleuzo-Guattarian 'ontologies of becoming' (Deleuze & Guattari, 1987) could hold in informing school based sexuality education. Data from an Australian and New Zealand research project exploring responses to religious and cultural difference in sexuality education programmes (Rasmussen, Quinlivan, Allen, Sanjakdar, and Aspin, 2012- present), show the multiple ways in which young people are developing meaningful material, affective, intra-relational, and embodied ways of becoming in their own lives. Drawing on this data, I explore the pedagogical implications of school- based sexuality education programmes engaging with young people's becomings through developing an 'ethics of immanance and potentialities' (Lenz Taguchi, 2010). Such pedagogical approaches, concerned as they are with facilitating intra-actions between the human and the non-human, and matter and things in a constant process of ontological becoming- substantially re/configure both the learning event, and student and teacher subjectivities. Both the affordances and the challenges of such an undertaking for the contemporary secondary school sexuality education classroom is considered.

Counterpublic-Sexual-Health-Education: Reconfiguring sexuality education within the context of health education

Mary Lou Rasmussen and Deana Leahy

Faculty of Education, Monash University, Australia

We draw on the notion of 'counterpublic health' (Race, 2009) to explore the affordances of conceptualizing sexuality education within school health education as counterpublic sexual health education (Wright, 2014). Counterpublics is associated with the idea that public health discourses enact a public rather than respond to the needs of an existing population' (Duff & Moore, 2015: 54).

Given sexuality education that is entangled in public health imperatives is often permeated by risk discourses that result in risky and shameful pedagogies (Leahy, 2014) we suggest there is value in questioning how the 'public' is characterized in school based sexuality education. Extending on Race's concept (2009) our paper provides an analysis of how different ideas of the public are enacted in a selection of Victorian sexuality education resources. Like drug and HIV education, sexuality education is often framed with particular ideas of the public in mind, rather than focusing on young people's ideas, feelings and practices in relation to sex and sexuality.

We consider the affordances of a counterpublic sexuality education where young people can articulate their own needs in relation to sexual encounters. Arguably, young people are already engaged in "a range of experimental techniques by which well-being, pleasure, freedom, care, recognition and resilience are nurtured" (Duff & Moore, 2015: 54), notwithstanding the persistent production of curricula that too often reproduces normative ideas.

What do these theoretical provocations mean for teaching about gender and sexuality?' What might it mean to reconfigure health education using this notion of counterpublic health?
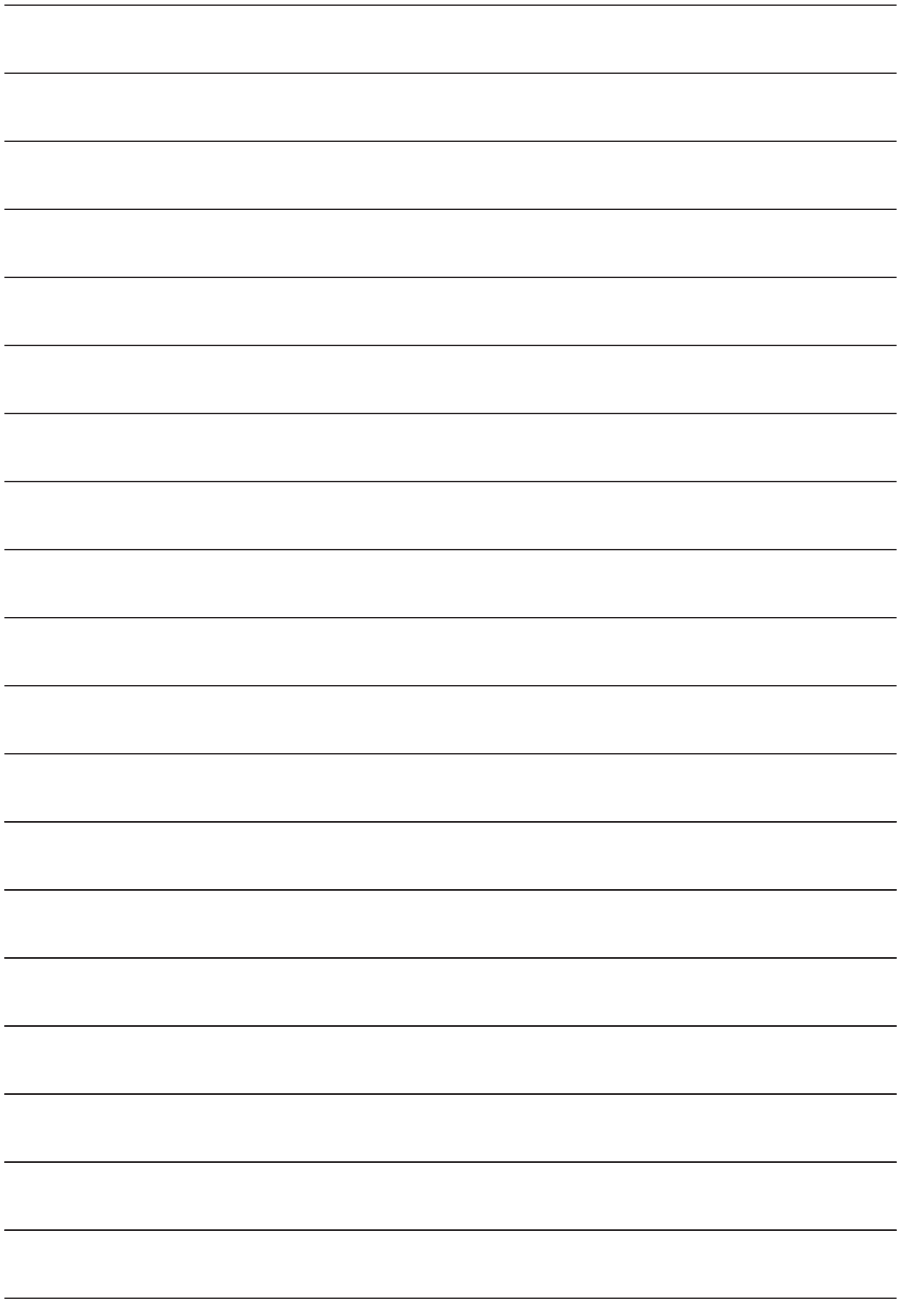
Inclusive sex education:
Norm challenges, boundary reinforcement?

Jenny Bengtsson[1] and Eva Bolander[2]

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University of Gothenburg, Sweden
[2]Dept. of social and welfare studies, Linköping University, Sweden

This paper focuses on the aim for an inclusive and norm-critical sex education in 'multi-ethnic' contexts in Sweden. The analysis builds on participant observation of sex education in upper secondary schools and language introduction programs, and of teacher training in sex education for immigrants. These practices took departure in the new curriculum from 2011, where sexuality in relation to norms and values has been given greater emphasis. In line with the incipient shift in sex education policy and practice from a 'tolerance' perspective to 'norm critical' and anti-discriminatory perspectives, they were described as "cutting edge". However, work in this area still holds questions about mediation of norms, formulations of rights, nation-building and secularisation, which is challenging for norm-critical ambitions.

The methodological framework for the paper is discourse theory and the analysis draws from intersectional and queer theory. The analysis shows how 'language' is considered a key for inclusion, at different levels. Besides the basics of communication, an 'inclusive language' is pursued by teachers and educators in order to exceed for example binary notions of gender and normative naming of sexual practices and identities. However, the orientation towards topics such as the vaginal corona (hymen), female genital mutilation, honour and violence works in reinforcing 'Swedish sexuality' as the ideal backdrop and less problematic than 'Other sexuality'.

Transgender kiss and the specter of sexual predation: Elementary educators' talk about a MTF transgender child's romantic awakenings.

Elizabethe Payne[1,2]

[1]Queering Education Research Institute (QuERI),
Hunter College, CUNY, USA
[2]LGBT Social Science & Public Policy Center, Roosevelt House,
Hunter College, CUNY, USA

Elementary educational spaces are considered islands of "innocence and safety." "Innocence" concerns the absence of sex, sexuality, and sexual knowledge that marks "normal" childhood in the West and distinguishes it from the adult realm (Renold, 2005). 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). "Gender, sex and sexuality are conflated in the process of constructing 'appropriate' gendered behaviors" for the children presumed to be "boys" and "girls" so "that sexism, homophobia and transphobia are all deployed in the policing of heteronormativity" (DePalma & Aktinson, 2009, p. 1). Gender aware and gender transgressive children are seen as sexually aware. 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 & 5th grade) was treated as unnatural – creating "panic" and fear for the safety of other children. Teacher narratives include utilization of the "predatory homosexual" and "slut" discourses in discussing the child's romantic awakenings.
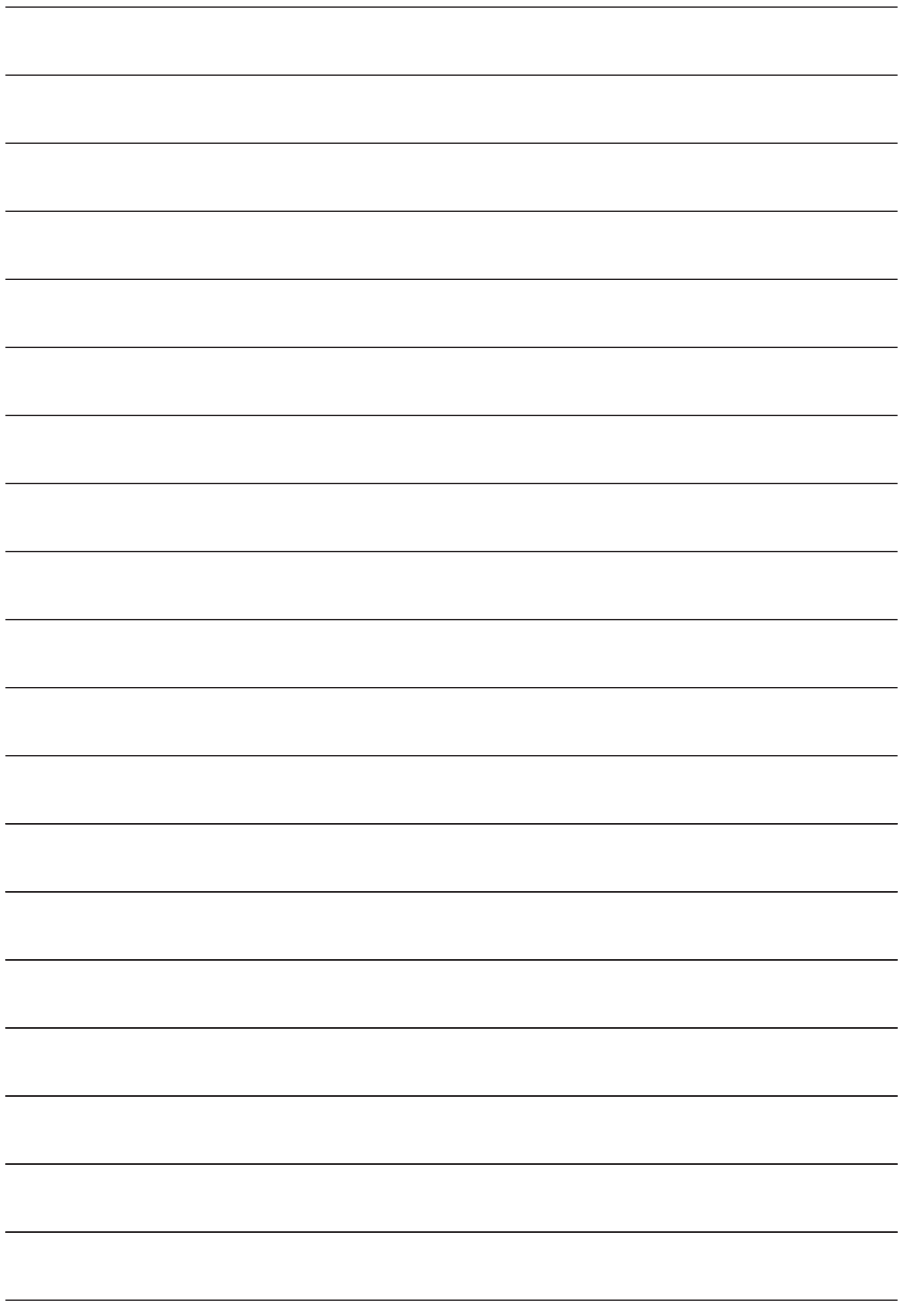
Feeling in/difference:
Teaching social justice in neoliberal times

Emily M. Gray

School of Education, RMIT University, Australia

This paper considers the role of social justice within contemporary teacher education, a discipline increasingly constrained by teaching standards as well as a drive towards improving entry scores and the literacy and numeracy of its graduates. The political imperatives currently at play have significant consequences for teaching about social justice and schooling. I begin the paper by mapping the contemporary political conditions that are shaping both policy and pedagogical relations in teacher education sites. Drawing on ethnographic data from teacher education classrooms that address social justice issues, my analysis reveals that neoliberalism is a potent force that impacts on how social justice is framed in both policy, curriculum and pedagogy. However, my research reveals that the contours of the social justice classroom are much more complex and invoke a range of discourses and feelings from both teacher educators and their students.

Throughout the data, teacher educators talk about the tensions that emerge in their classrooms when particular issues are raised. Such tensions seem to occur when students are asked to think differently about diversity and inclusion. My paper focuses on the affective dimensions that emerge in classrooms as social justice pedagogies are mobilised within teacher education. Drawing upon Wendy Brown's (2004) book Regulating Aversion, I conclude the paper by considering the possibilities and limitations of the social justice classroom in teacher education.

Approaching a global problem with a local strategy: Local Authorities responsibility in promoting gender equality in education

Tamar Lazarovitch and Fany Yuval

The Department of Public Policy and Administration, Guilford Glazer Faculty of Business and Management, Ben-Gurion University of the Negev, Israel

In 2000, the Israeli Knesset passed an amendment to the Local Authority Act, which obligated every mayor to appoint a female advisor on the status of women in local authorities. In practice, the Act delegates responsibility from the central to the local government as part of the global trend of the decentralization of social services and the gradual shift to governance patterns that have characterized the relationship between these branches of government over the past three decades. The Act was pioneering legislation worldwide until the similar Equality Act 2010 was passed in the United Kingdom. These global trends, along with others in the same direction, emphasize the importance of local authorities in the daily life of residents.

The current study explores the role of local authorities in reducing gender gaps among residents in formal education. We seek to analyze how different municipalities construct their unique strategic portfolio to treat gender inequalities and how local authorities choose the proper policy instruments and decision-making processes to handle gender gaps among residents with regard to formal educational policy. We focus attention on the different needs and demands of men and women, boys and girls, asking whether and to what extent municipal policies are addressing these specific gender needs. Employing a mixed methods approach, this research will produce, for the first time, a mapping of municipal policies addressing gender inequality in formal education and subjectively perceived gender needs with the range of policy instruments devised by local authorities.

Framing the Healthy Nation:
Electronic educational governance and
platform subjectivation

Despina Tzimoula

The Department of Children-Youth-Society , Malmö University, Sweden

In Sweden most educational levels rely more and more on electronic platforms that are used in pre-schools and schools where each pupil receives a profile into which teachers, school administrators, the school's health team, parents and of the pupil him/herself, has access to. The platform provides information of the pupils' progress in different disciplines, grades and projects are presented through text, photographs and video clips. The attempt of this paper is to discuss the platforms as a mean to the internalization of techniques of monitoring the self. This is particularly interesting when it comes to health discourses related to the social body, the national body and the individual body.

The school as institution has traditionally relied on and created groups and assessed the individual in relation to these groups. Eventually the system changes to focus primarily on the pupil as individual from the beginning. This gives a perceived freedom to a tailored education for each pupil, though it is a freedom with limits.

The empirical material of the study consists of variations of electronical platforms used by Swedish schools. The material will be genealogically analysed. The method used could be characterized as netnography or online ethnography.

The expected outcome of this study is to relate the archaeological and genealogical discussions of subject creation (processes of subjectifications) to the practises presented themselves through software. In contemporary school systems, a portion of the articulation of these practises are presented through electronical platforms.

Effects of insecurity:
Class and Gender at Stake In Secondary School Music Education

Mikael Persson

Royal College of Music, Sweden

In this paper I would like to present preliminary results from my ongoing PhD-project focusing creation of subjectivity in secondary school music education. The aim of this paper is to discuss construction of femininity in intersection with class regarding the use of different rhetorical resourses available in different music clssrooms. In particular i will pinpoint how the girls make use of insecurity and how this effects their posibilities to participate in musical activities.

During authumn 2014 I have been following the weekly music lessons in three classrooms in Stockholm and it's surroundings. The schools were strategically selected to represent maximum differentiation in the students socioeconomic background using the notion of symbolic capital resulting in three schools: a High end school, a Low end school and a Music profiled school.

The lessons were documented with videocamera, transcribed in great detail, and analysed with concepts drawing from positioning theory, discursive psychology and conversation analysis focusing the rhetorical resourses in the interactional work done among the pupils.

Insecurity appears to be a resourse available for the girls in all three classrooms but with different effects. For girls in the high end school insecurity explicitly expresed by words is frequently followed by further musical activities. In the low end school inescurity, expressed by avoiding difficult tasks, limits the posibility to further practice. In the music school the use of insecurity also of risk of being positioned as nervous and problematic and can be understood as an obstacle for practicing difficult music tasks in ensemble practice.

Reviewing the reviewers of professorship appointments in Swedish academia: Social constructions of evaluation criteria, gender and ethnicity

Hanna Li Kusterer[1] and Paula Mählck[2]

[1]Department of Psychology, Stockholm University, Sweden
[2]Department of Education, Stockholm University, Sweden

Gender equality in Higher Education has been extensively researched, but most often without addressing other equality dimensions. Academic recruitment processes and the distribution of research grants often disadvantage women and minorities. However, research from an intersectional perspective with a focus on the social processes involved in the recruitment of non-Swedes is an area that is particularly under researched. The present study concerned the evaluation processes preceding professorship appointments at one of Sweden's leading universities. The aim was to identify evaluation criteria, examine how these were constructed and applied in the evaluation of applicants, and whether there are biased patterns relating to applicants' gender and ethnicity. The reviewers' descriptions and use of features such as research excellence, quality, independence and cooperation, depth and range of research were examined. A preliminarily analysis reveals large inter- and intradisciplinary differences. Apparent interdisciplinary differences (e.g., number and type of publications, pedagogical merits, and the formation of an independent research group) are also found within similar disciplines and by reviewers of the same appointment. In several cases, evaluations relating to how applicants' merits reflect the core contents of a particular position (often a selection criterion in advertisements) are sources of disagreement. Following a systematic categorisation of all appointments, it will be possible to discern whether these preliminary findings hold for the entire material, and a broad view on how the evaluation criteria are constructed and applied will be given. Patterns relating to applicants' gender and ethnicity will be analysed, and implications for policy and practice discussed.

Using digital spaces to negotiate and move beyond the limitations of offline space: an exploration of the possibilities of becoming-queer online for young men in post-industrial South Wales

Scott Kerpen

School of Social Science, Cardiff University, Wales ,UK

My paper explores post-industrial male sexualities in South Wales online; a case study for exploring intersectionality between gender, sexuality, class and digital subjectivity. My presentation will build upon Walkerdine and Jimenez's (2012) research, which has drawn attention to strong and proud masculinities embodied in these communities; masculinities which emerge from a history of men coming together and unionising in a shared struggle against years of class exploitation. This is by no means an attempt to render women invisible from the class struggle, but rather positions their struggle as something that was kept separate in gendered worlds. For the purpose of this presentation, I will focus on what the gender divide means for young men. Distance from the feminine lives on as a source of pride that holds men and masculinities together in these communities (Ivinson 2014; Walkerdine and Jiminez 2012). My paper will explore how this may be a source of tension for young men existing 'in-between'. I will firstly think about how performances of alternative male sexualities may be constrained by such a gender divide (Butler 2002). I will do this by thinking about social and material relations and their ability to enable or displace certain possibilities of becoming-other (Deleuze and Guattari 2004). Secondly, I will think about digital space and whether the potential to connect with people and (sub)cultures beyond our own enables new possibilities of becoming.

Being a failure:
gendered understandings of being a school absentee

Eva Andersson[1] and Ingela Åhslund[2]

[1]Centre for knowledge – CFK, Education & kindergarten,
Sundsvalls Kommun, Sweden
[2]The Department of Education, Mid Sweden University, Sweden

This article aims toward the examination of students' experience of being a school absentee, arguing that experiences at an individual level are shaped by the social conditions in school. Tangled into these social conditions are norms, understandings and curriculums stating what it means to be and act in school; conditions that to some extent also can be understood as gendered. The students that participated in this study also have neuropsychiatric disabilities (NPD). Students with NPD often find it more difficult to cope with the conditions that apply in school, such as the unwritten social rules and the ability to create beneficial relations with peers and personnel. In-depth interviews were performed with an interpretive phenomenology approach, and a feminist appropriation of Bourdieu's field theory was used to analyze the empirical data. The following themes were identified in the students experiences: 1) a school failure that was incorporated in the self-conception (an opaque habitus), 2) A gendered understanding of school failure, where boys to a higher extent incorporate an understanding of being at fault for dropping out of school (signs of being exposed of symbolic violence), and 3) a lack of secure relationships (in relation to social and cultural capital).

Gender and Disability at Addis Ababa University

Sewalem Tsega

Addis Ababa University, Ethiopia

Education is the basis for the country's development and it is a well established fact that education plays a major role in enhancing the status of an individual. For most women to change their lower status in the Ethiopian society access and success to education is a precondition. People with disabilities in general and women with disabilities in particular face serious problems through out the country. As a result, the majority become school drop outs and engage themselves in the street corners, become victims of rape, unwanted pregnancy and HIV/AIDS. The purpose of this study was to investigate the major problems of students with disabilities in the university (emphasis on females) and look for best possible solutions as well as to create awareness among the university community. Students with disabilities at Addis Ababa University are the main sources of data. Purposive, availability and accidental sampling techniques were employed to select these students. Generally, although the number of students with disabilities at AAU is increasing from the previous years, it has been concluded that they had: Social problems, Educational problems,Emotional problems, Gender based Problems. Moreover, it was found that there is gender disparity in the academic performance of male and female students with disabilities.
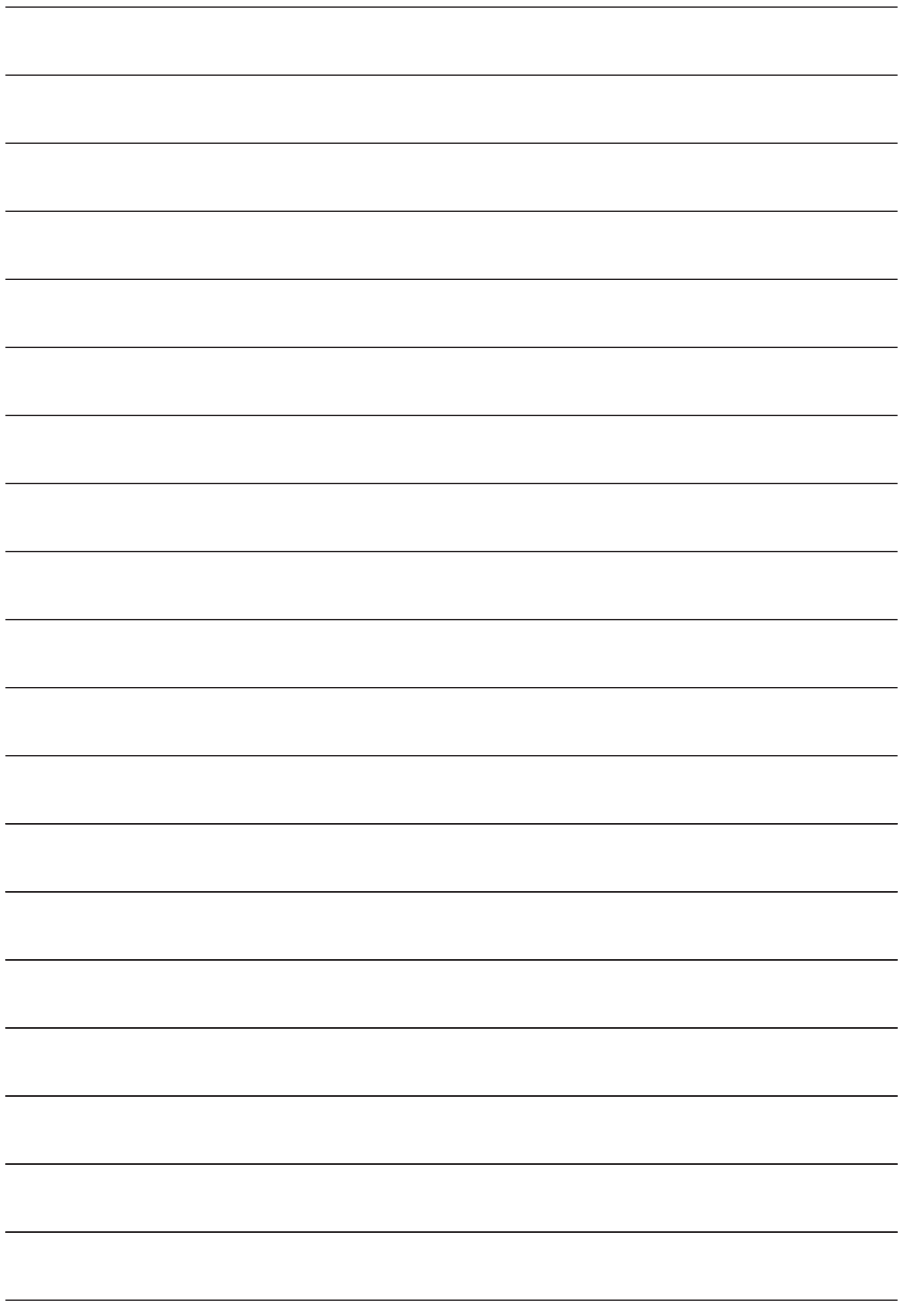
Panel:
Engaging mediated and posthuman gender activism with young people in schools

Keywords: actvism, social media, digital, new materialism, posthuman, teen feminism

Papers
1. Seeing our technologically entangled self(ies): from representation to new materialism in digital literacy – Katie Warfield (Journalism and Communication Studies, Kwantlen Polytechnic University, Canada).

2. Exploring Young People's Mediatisations on Social Media as Enabling Gender 'Response-abilities' – Jessie Bustillos (UCL Institute of Education, London, UK).

3. Guerilla Methodologies: Sexism, affect, and art activating the 'more-than' – Mindy Blaise[1], Emily Gray[2] and Linda Knight[3.] ([1]Victoria University, Australia. [2]RMIT University, Australia. [3]Queensland University of Technology, Australia).

Chair – Mindy Blaise, (Victoria University, Australia).

Seeing our technologically entangled self(ies): from representation to new materialism in digital literacy

Katie Warfield

Journalism and Communication Studies,
Kwantlen Polytechnic University, Canada

Canadian media literacy pedagogy had traditionally taught young people about media via semiotics, discourse analysis, or methods that adhere to a representational paradigm (Barad, 2007). This critical approach to media literacy education is important as it foregrounds how power functions through language and visuals (Lewis and Moje, 2004), but as media expands to include mobile communication and social media platforms, media literacy must move to integrate the increasingly mobile, emplaced (Pink & Hjorth, 2012), intimate (Lasen), affective, and material conditions of these quotidian practices. New materialism, as an emerging field in both education studies (Renold & Ringrose, 2014) and social media studies (Warfield, 2016) more readily aligns with the lived experience of young people in their online interactions which are at once discursive but also importantly material (Warfield, 2016). This paper draws on a three-year empirical study of gender and the social media phenomenon of selfies. The study, which included online surveys, and phenomenological interviews using photo elicitation, yielded data suggesting the manifold benefits of a new materialist framework for digital literacy pedagogy. In this paper I discuss a partnership project with a federally-funded media literacy organization to develop digital literacy material for teaching high school students about selfies and social media that adopts a non-representational new materialist framework and further attends to the specifics of gender and intersectionality..

Exploring Young People's Mediatisations on Social Media as Enabling Gender 'Response-abilities'

Jessie Bustillos

UCL Institute of Education, London, UK

This paper presents new possibilities for understanding youth affordances online drawing on a qualitative research project on youth's use of social media. From this research I explore two case studies of young people who have self-actualised their gender identities on Tumblr. The data presented has been collected through online ethnography and ethnographic interviews with research participants. The article will present entanglements of data in the form of images and text, as explored by the researcher and as described and actualised by research participants. The data presented has also been triangulated. The article aims to demonstrate the potentiality of young people's gendered online engagements as enabling their response-ability to constraining gender politics that they have experienced in their schooling. In order to ground and pursue a more complex and affirmative understanding of youth participation online, Deleuze and Guattari's notions of 'assemblages' and 'rhizome' (2008) will be presented as theoretically configurative in understanding the role that online engagements have in constituting gender performances and actualisations of gender in young people's lives. The data shows ways in which young people experience their own gender actualisations on Tumblr, where gender relations and the experience of new media cannot be fully extracted or 'externalised from subjects, or users', this opens up new possibilities to explore these gender actualisations as mediatised gender assemblages (Kember and Zylinska, 2012: 1). Therefore, this article focuses on the gender mediations and actualisations through the data case studies explored, using young people's online engagements to illustrate them as a constitutive, polymorphous gender actualisations.
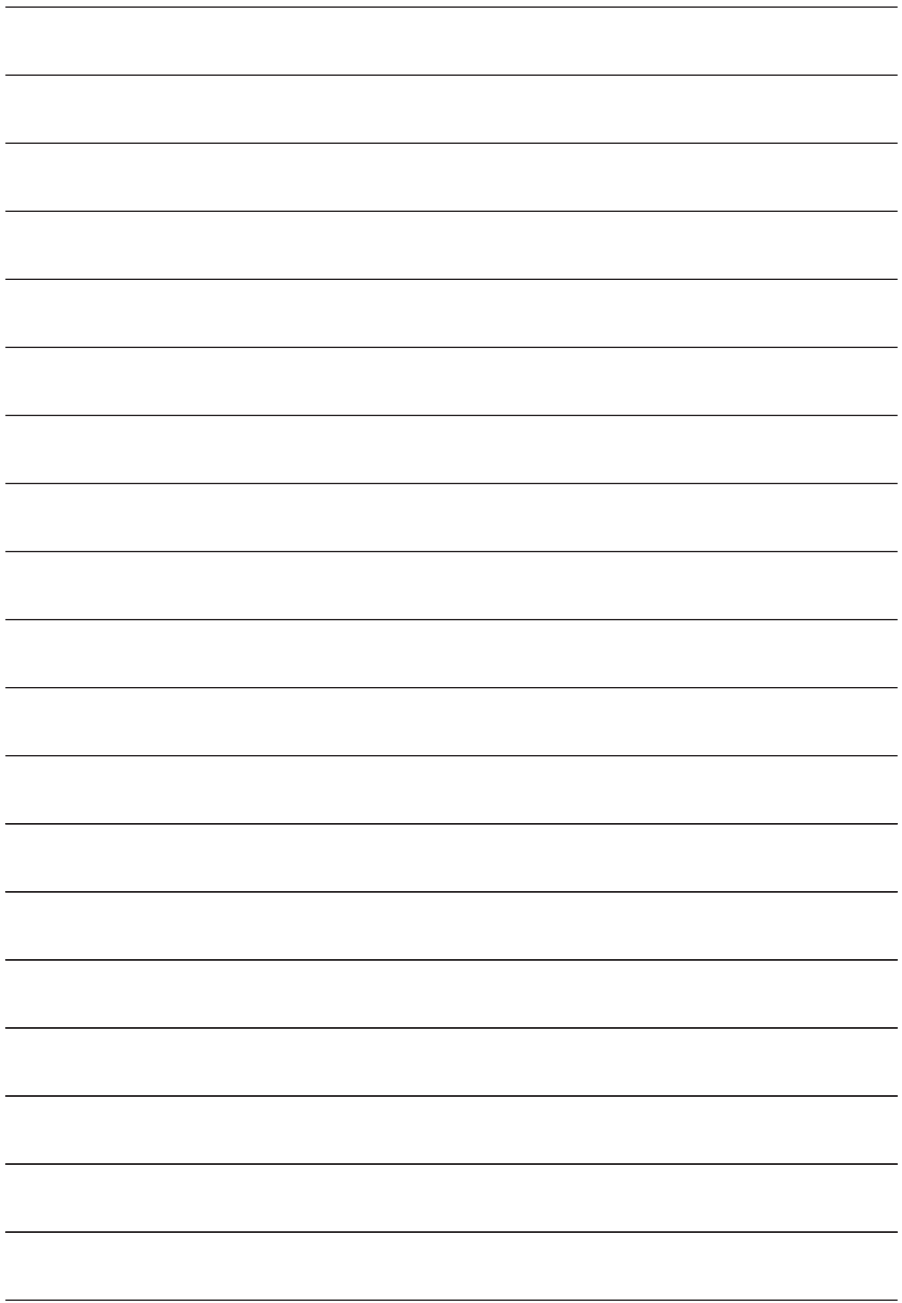
Guerilla Methodologies:
Sexism, affect, and art activating the 'more-than'

Mindy Blaise[1], Emily Gray[2] and Linda Knight[3]

[1]Victoria University, Australia
[2]RMIT University, Australia
[3]Queensland University of Technology, Australia

Responding to our own experiences with sexism in the academy, as well as research that shows women in academia face several key inhibitors to achievement within their careers (Diezmann and Grieshaber, 2010 & 2013; Gill, 2009; Peetz et al. 2014; Winchester et al. 2006), we have developed a project that gathers a group of women education scholars to take action and challenge everyday sexism that occurs in the academy. These workshops have been designed to provide opportunities for participants to share their experiences of everyday sexism in the academy and to use feminist arts-based methodologies to create interventions that address everyday sexism in the academy. Some of these interventions include manifesto postcards to be handed out at a national educational research conference, the production of tabbards with accolades that will be worn throughout at a national educational research conference, the creation of "and now back to me" hand held flags to be used at a national educational research conference, etc.

Inspired by feminist activist artists, the Guerrilla Girls, our Guerrilla Methodologies for this project aim to use provocative texts, visuals, 'facts', and humour to challenge everyday sexism in the academy. We are especially interested in working with materiality and affect (i.e., rage, disappointment, refusals, and irony) in ways that are productive and affirmative. Since our workshops are scheduled to occur in August 2016, the timing of the GEA Conference allows us to share our emerging Guerrilla Methodologies and gain insights from others who are doing similar feminist activist research using tactics and strategies that aim to activate 'more-than' an awareness of sexism and inequality in the academy, but to make changes in practice.

Abstracts

Thursday

15.30–17.00
Parallel Sessions: Papers and Workshops

Workshop:
Feminism, Education and Public Engagement

In this panel academics will be connecting with activists to disseminate research.

Papers

1   We Should All Be Feminists in school – Lovisa Fhager Havdelin (The Order of the Teaspoon, Sweden).

2. Feminism in High Schools: GEA GELS Gender Equalities Leadership in Schools – Hanna Retallack (UCL Institute of Education, UK).

3. How the 'ruler skirt' came to matter and other creative activisms addressing teen sexual violence – Emma Renold (Cardiff University, UK).

Discussant – Susanne Kreitz-Sandberg (Linköping University, Sweden).

We Should All Be Feminists in school

Lovisa Fhager Havdelin

The Order of the Teaspoon, Sweden

The Order of the Teaspoon, a Swedish organization promoting tolerance and diversity in society, is part of a project that distributes the novel We Should All Be Feminists, written by Chimamanda Ngozi Adichie, to all, 100.000, upper-secondary students in Sweden. Adiche says "We teach girls to shrink themselves, to make themselves smaller. We say to girls, you can have ambition, but not too much. Otherwise, you would threaten the man." With the distribution of Adichie's book The Order of the Teaspoon wish to start a dialog within school amongst the students regarding gender and equality. In order to enable this, we created a teacher's guide for the book. Like Adichie, The Order of the Teaspoon believe in every individual's capability to be the catalyst for changes. It should be irrelevant if the person is a woman, a man, trans, intersex or any other gender.

Feminism in High Schools:
GEA GELS Gender Equalities Leadership in Schools

Hanna Retallack

UCL Institute of Education, UK

Gender Equalities Leadership in Schools (GELS) Network is hosted by Gender and Education Association to bring together major stakeholders who are addressing a wide range of gender inequalities facing young people in the UK. The GEA GELS Network's aim is to draw together resources to address gaps in addressing gender and sexual equality in schools. One dimension of GELS is working to support feminist groups in UK schools. This talk will discuss some of the challenges for academics working with third sector organisations and combining gender and educational research, with feminist activism, to enable policy engagement and impact.

How the 'ruler skirt' came to matter and other creative activisms addressing teen sexual violence

Emma Renold

Cardiff University, UK

In this panel, I share a range of feminist activist research assemblages co-created with young people living in Wales (UK). Inspired by Karen Barad's feminist posthuman ethics of how the personal is always already political through entangled materialisations, I consider the affective pull of how artifacts crafted from and carrying experience can connect to and travel through public, institutional and political landscapes. I hope to inject some ethical vertigo into the neo-liberal university impact agenda and spark a discussion of the challenges and affordances of experimenting with ever inventive ways to make our research on young gendered and sexual violence matter.
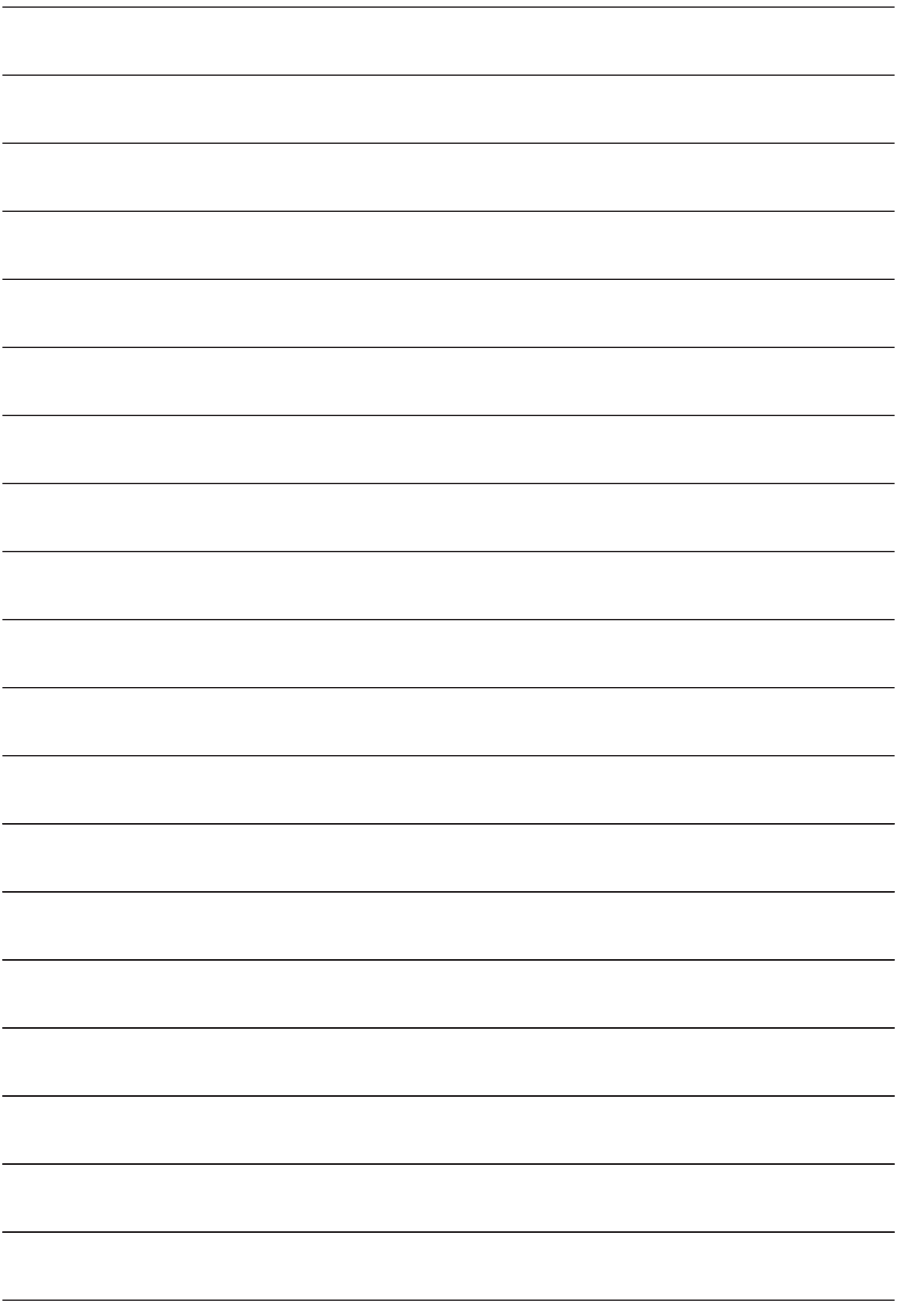
Re-discovering the I [eye]: Exploring equality through cinematic texts in dialogue with Luce Irigaray

Judith Rifeser

University of Roehampton, UK

In this paper I wish to explore the notions of gender and equality through a critical engagement with the dialectic of difference established by the contemporary interdisciplinary thinker Luce Irigaray. Her model opens up a space for dialogue that is not only useful to re-think feminine subjectivity but instead proposes a framework for a living of all humans as autonomous subjects. Moving away from an ocularcentric and narrative- driven encounter with cinematic texts, I seek to foreground the haptic quality of film, re-thinking feminine subjectivity and creating Irigarayan moments that draw both out-wards and inwards in the attempt to create a story that offers a space for dialogue. By doing so, I hope to create a model that can be explored within the classroom that speaks to students and allows them to think difference and equality with and alongside film.

My paper is conceived as a multi-media project that seeks to use audio-visual material in conjunction with a written paper. I seek to conceptualise Irigaray's key ideas on thinking difference through the medium of film in the hope to contribute to a space where a more poetical, ethical and political engagement with the topic can be perceived.

Steering and Queering Gender at School: How Adolescents' Identities and Achievements are Gendered Above and Beyond Their Sex

Ellen Huyge and Mieke Van Houtte

Department of Sociology, Ghent University, Belgium

Qualitative sociological research on student femininities and masculinities, depict a colourful image of student profiles among adolescents. Nevertheless, the tradition presupposes that 'girls' enact multiple femininities and 'boys' perform masculinities, whilst reality aligns with 'bodies' enmeshing feminine and masculine practices. Moreover, the tradition lacks large-scale evidence. Using quantitative methodological techniques, this study attempts to meet both gaps.

Cluster analysis identified four gender identity profiles among 5.635 13-year-olds in Flanders, Belgium. A first cluster included adolescents who reported gender stereotypical ideas and behaviour and good integration among peers at school. Crosstabs showed that eight in 10 of them were 'boys'. Another cluster embraced adolescents who reported similar stereotypical - but less extreme - ideas and behaviour, but poor integration among peers. Six in 10 of them were 'boys'. Another cluster included moderate-integrated adolescents that reported gender egalitarian ideas and gender transgressive behaviour. Seven in 10 of them were 'girls'. A last cluster embraced well-integrated adolescents who reported gender egalitarian ideas but gender typical behaviour. Six in 10 of them were 'girls'.

Multilevel analyses indicated that both aspects of gender, 'presupposed sex' and gender identity, equally contribute to differences in language achievement. Moreover, the traditional gender gap in education (i.e. gap between 'girls' and 'boys'), becomes a little less important when one accounts for gender identity. This result suggests we cannot understand the effect of 'sex' on achievement without considering the effect of gender identity and vice versa. It argues the need to broaden the conventional gender-dichotomy in quantitative gender gap research.

"Go to your kitchen and leave us alone!": An exploration of discursive practices of gender and educational leadership in Greek primary schools

Papanastasiou Emmy

London Metropolitan University, UK

In Greek society gender has impacted on the distribution of power and authority in the private, professional, economic and political arenas over time. Put plainly, gender has historically signaled different roles for men and women in every facet of life. The educational sector is not excluded from this fact. Despite the fact that women teachers in Greece outnumber men, over the years, the distribution of women in educational leadership has not reflected their numerical representation in the larger teaching population and women are still not present in proportion to their numbers in teaching. So, Greek society remains largely patriarchal in its structure and customs and, as a result, stereotypical perceptions and attitudes towards women, and especially women who hold a leadership position, still persist. In other words, there appears to be a gap between legal framework that is supposed to ensure equality and everyday practice for women in educational leadership. This paper is part of a broader doctoral study and is based on a social constructionist research on gender and educational leadership in Greek primary schools. Drawing on in-depth semi-structured interviews it discusses the ways in which women head teachers enact, resist and reproduce dominant understandings of gender in terms of their own identities and practices in the school context.

It is anticipated that the results from these discussions will add to the body of literature around gender and educational leadership both nationally and internationally.

The 'Bad' Kiss: Affection and Response-Ability in Researching with Young Children

Jen Lyttleton-Smith

School of Social Sciences, Cardiff University, Wales

Within the longitudinal research process, bonds of affection may emerge that spill out from the confines of the formalized research relationship. These sometimes deep and personal emotions relating to participants can cause significant anxiety and fears about transgressing proper boundaries and misleading participants about the nature of your relationship. When your participants are young children, this situation becomes more worrying and, yet, more inevitable. This paper explores the complex issues of relationships and positioning in post-human feminist research with young children prompted by an unexpected kiss on the lips from a four-year-old participant. Researching within a new feminist materialist theoretical framework invites researchers to interrogate their own "ability to respond" (Kleinmann & Barad, 2012: 81), and account for our presence in a research apparatus. This paper asks what response-abilities are enacted when affection and physical contact emerge within research relationships with vulnerable participants, and examines the role of research ethics in work that seeks to engage with Barad's agential realism.

Meet the Editors of *Gender and Education*

Carol Tyler and Kate Scantlebury

Insights into how the journal, rewieving and editorial process work.
During this session you can discuss with and ask questions to two members
of the editorial team of *Gender and Education*.

Women Teachers' Professional Identities as Transmitters for Reinstating Nationalist Ideas in Hungary in the New Millennium: Can onial and Feminist Theory Work for the Analysis of Post-Soviet Cultures and the Role of Education Within?

Éva Thun

Institute of Education, University of Pannonia, Hungary

Although postcolonial discourses argue that the legacies of colonialism are invariably tied up with racism, the feminist contributions have powerfully proved that a variety of other factors, such as culture, social class, gender, age, and political identity also form the core of personal and collective identities on which oppression can be hinged.

In the Post-Soviet (Second World) societies women have inherited a complex set of identities, which had been formed both by the traditional local cultures, and by the political imperatives of "state feminism". This dual (yet contradictory) identity has been internalized by women, on which the new nationalist politics now capitalizes, i.e. it attempts to use women as agents.

Similarly to the Soviet strategy, women educators are particularly targeted today, when they are required to promote a politically formulated national ethics based education, rather than following the European trends by prioritizing skills development and education for social inclusion.

In our view, for the analysis of the aftermaths of the Soviet type oppression the postcolonial and feminist theory can be applied by recognizing the "double colonization" of a political elite and patriarchy. The Post-Soviet countries have been profoundly affected by the exploitative nature of this interrelation, however this issue has rarely been interrogated by social science discourses. These societies have never been fully identified as Western societies (but they have never belonged to the Third World either), therefore, opening up a debate on Eurocentrism as viewed through the eyes of non-Western Europeans can create a platform for exploring new dimensions.

Beyond cultural racism:
Challenges for an anti-racist sex education

Anna Bredström

Institute for Research on Migration, Ethnicity and Society,
Linköping University, Sweden

This paper builds upon a critical reading of recently published sex educational materials that aspire to a 'norm critical' agenda, i.e. that explicitly seeks to challenge norms regarding gender, sexuality, able-bodiness, race and ethnicity. In the paper I examine how race and ethnicity are articulated in the materials, with a particular focus on how concepts such as 'values', culture and faith are linked to different categories of difference. I am particularly interested in the ways the materials attempt to move beyond notions of immutable cultural differences and avoid cultural racism. However, in the paper I argue that while they may avoid reproducing stereotypes, they fail in addressing any alternative way of conceptualizing culture and its importance for sexuality. A more fruitful alternative, I suggest, would be to turn to critical multiculturalism to develop a sex education that is both norm critical and culturally sensitive.

Measuring gender equality in the academia: From counting women to revealing the gendered construction of the academia

Anne-Sophie Godfroy

Université Paris Est Créteil, France
Research unit "Sciences Normes Decision", Université Paris Sorbonne & CNRS

The paper is based on the outcomes of the GenderTime project, a EU funded project from 2013 to 2016, aimed at implementing gender equality plans in seven research and/or higher education institutions. After reflecting on the experience gained in the consortium, the project designed monitoring and assessment tools to evaluate gender issues, to design and monitor action plans and to measure progresses. Those tools are either qualitative and inspired by self assessment and quality assurance, or quantitative, inspired by gender index as the EIGE index.

The paper will present first the findings of the GenderTime consortium regarding methodology to implement and measure structural changes.

In a second part, it will point out the existing and the missing data. The existing data consists in surveys or case studies on one hand and human resource management data on the other hand. The case studies are rich and meaningful, but they provide only small scale information and cannot be used as systematic monitoring and assessment tools. The HR data is collected systematically, according to well defined classifications (at least at national level), but this data cannot capture what is specific to research and academic activity. Even data on publications and project coordination are very tricky to collect on a systematical basis, although they are supposed to be essential to the evaluation of research activity and excellence. Despite gender equality plans, gendering of excellence remains more or less a blind process.

In a last exploratory part, we will propose some new tools to better capture the gendering of academia in research in the making.

Accidental Teachers:
The Journey of Six Japanese Women from the Corporate Workplace into University Teaching Profession

Reiko Yoshihara

College of Commerce, Nihon University, Japan

This study reports on a qualitative narrative study that explored the transitional processes of Japanese women giving up a job, entering higher education, and becoming university EFL (English as a foreign language) teachers and struggles and difficulties that they faced in their professional lives. The participants included six Japanese women who changed careers and became university EFL teachers in Japan. I employed a qualitative narrative study. Data included a background survey, interviews, and e-mail communication from August, 2014 through October, 2015. The exploration of such mid-career changers broadens our understanding of the complex relations between individuals and the gendered social world. I assumed that the gendered social world influenced their desires to quit their job, turn to higher education, and become university EFL teachers. However, the desires to quit their job and change their career relied on a more complex layered process of gendered social factors and individual factors. I also assumed that my participants faced struggles and difficulties while they engaged in university teaching profession. Although they expressed struggles and difficulties involving work-life conflict, pressure on marriage and Japanese academia as patriarchy, they also regarded Japanese academia as a fairly gender-equal society, given their previous working experiences in Japanese companies. This study helps understand the complex relations between individuals and the gendered social world. Their stories are intended to inspire female teachers in the world, in particular, countries where rigid gender roles are still upheld.
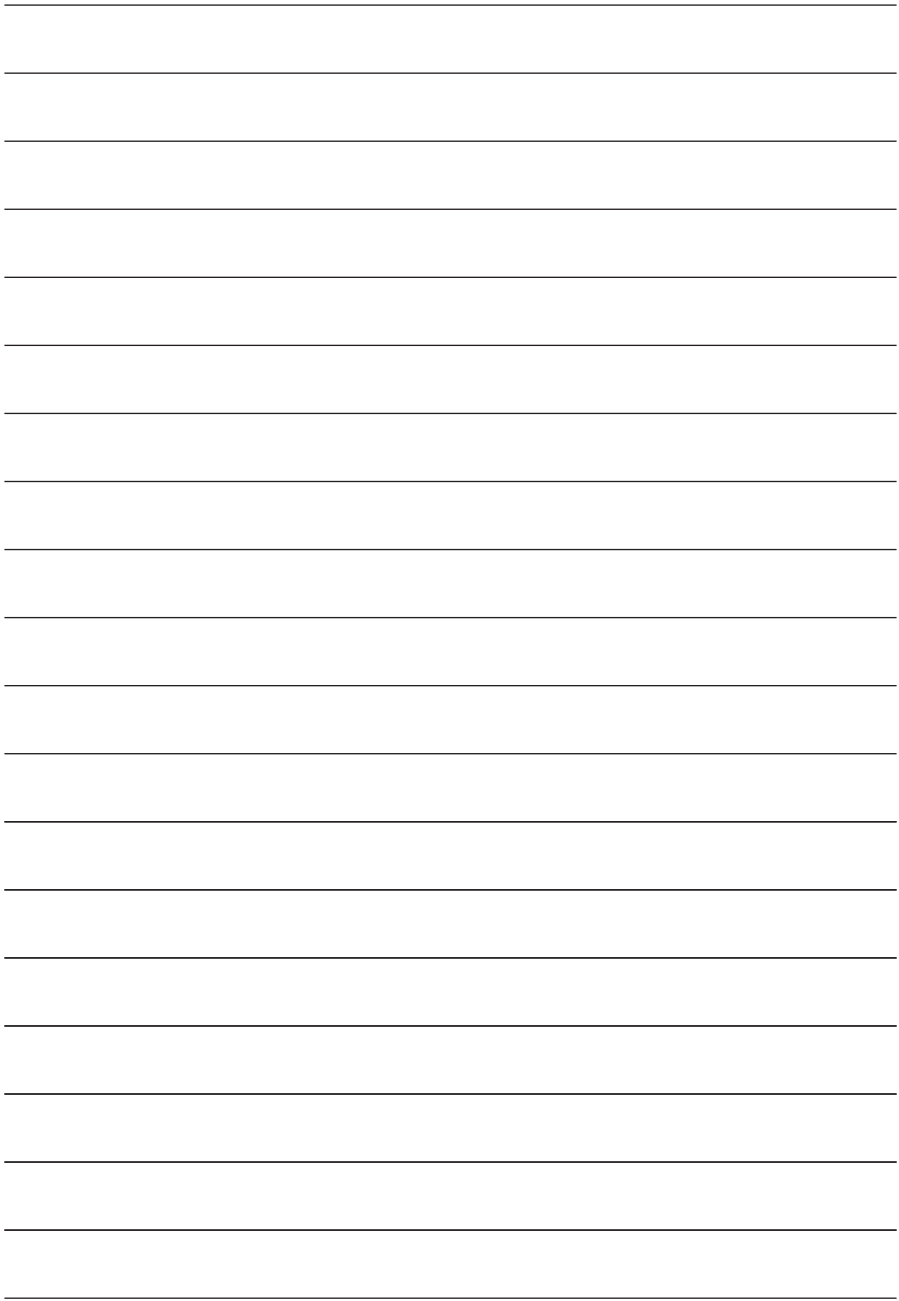
Abstracts

Friday

09.00–10.30
Parallel Sessions: Papers

Hegemonic Masculinity in Preschool Classroom

Nehir Gundogdu

Education, University of Warwick, UK

Not to be seen as 'deviant' is one of the main concerns of children when they construct their gender identities. Hence children police others to remind them to do their gender right and they also try to control themselves to stay within boundaries. By locating Connell's (1987) hegemonic masculinity concept into early years settings this paper aims to discuss how gender boundaries are drawn based on this hegemonic form, how boys and girls engage with the discourses of hegemonic masculinity to position themselves? I will try to answer these questions based on my field study in Ankara capital of Turkey. The study has conducted in two preschool classrooms between September 2013 and March 2014 by participant of 49 children aged between 5 and 6, two preschool teachers and two assistants of teacher. The findings show that the children were aware of what their categories required them to be. The children themselves reproduced gendered relations in both classrooms. Their awareness shows that they mostly preferred to stay within boundaries and they forced other children not to try other ways of being, but also their gender knowledge gave them a chance to develop strategies to cross boundaries. I found that both boys and girls use hegemonic masculinity as tool to cross boundaries.

Gender and race in a longitudinal approach: a study of the Brazil's National High School Exam (Enem)

Adriano Souza Senkevics

National Institute for Educational Studies and Research,
Ministry of Education, Brazil

The National High School Exam (Enem, in Portuguese) is a Brazilian annual large-scale assessment applied mostly to students enrolled in high school or high school graduates. Introduced in 1998, it has been increasing in range as well as in importance – over the last five years, for instance, more than 18 million of people signed up for the test, most of them interested in getting a place in a federal university. Taking this into consideration, this paper aims to study gender and race inequalities in Enem through a longitudinal approach, in which we followed the same individuals in five different Enem's databases, from 2010 to 2014. We first acknowledge that there is a majority of female candidates (58%) and a growing amount of Afro-Brazilians (from 51% to 58%). Such increase is due to distinct reasons, regarding not only to a higher proportion of women and Afro-Brazilians who signed up for the first time, but also a considerable amount of 'black' people who take the test more than one or even two times (who probably face more obstacles to access higher education). Furthermore, the results show that around 20% of the candidates change their racial classification each edition, which tends to increase the Afro-Brazilian racial belonging and to reduce the proportion of the self-ascribed 'white' people. Therefore, we put together these different factors in order to understand how the profile of Brazilian youngsters and adults taking Enem is changing over time, and what it reveals about gender and race inequalities in education.

"I'll be picked up by my girlfriend after the cinema": Conditions of a Female Researcher in Higher Education

Katarina Eriksson Barajas

Department of of Behavioural Sciences and Learning,
Linköping University, Sweden

According to poststructuralist feminism, social order is marked by a parting between men and women and being male is accompanying with power over women (Davies, 2003). The aim of the paper is to contribute to the discussion of how people are "doing gender" (West & Zimmerman, 1987) in public spaces connected to higher education – i.e. during data collection; among university colleagues. Drawing on personal experiences of being a woman research in higher education, I reflect in this paper on stereotypical and patriarchal discourses the women in academia need to navigate. Why do I, a female researcher, a faculty professor, start to think about if the neckline of my shirt is too deep when exposed to heterosexist comments in public space collecting research data? In my self-ransacking, I was thinking like a rape victim taking the full blame for how the interaction twisted and turned. Am I so tuned into the existing discourses that I pick up on being positioned (Davies & Harré, 1990) as hitting on the men, since I feel awkward addressing unknown men in public space? I immediately orient towards heteronormative discourses – did I were my wedding ring? As if that would give an absolute signal that I was not after hitting on men. How was I dressed? Had I flung with my hair? I should be able to doll up in femme-inism style (Dahl, 2011) and still be able to enroll men to my research project and be respected by my colleagues.

Gender Studies in Teachers Training : From gender research to gender equality in practice

Anne-Sophie Godfroy

Ecole Supérieure du Professorat et de l'Education,
Université Paris Est Créteil, France

The paper is based on the training of future primary school teachers in the area of Paris East Creteil. The paper describes training through research proposed at master level (2nd year) and studies the specific case of students who choose gender as a research topic for their master dissertation.

The dissertation should join a good knowledge of literature on gender and education, the definition of an original research question, and personal data collection on the field (observations, experimentations in the classroom, interviews, questionnaire, document analysis etc.). The aim of the work is to combine all this material to design a small personal research project in relation with experiences in the classroom.

The paper will focus on students choices and outcomes: what theoretical framework do they use and what research papers do they quote, what topics do they study? Does it reflect personal choices or lack of other reasonable options due to time and location constraints? Is there specific topics regarding the age of the pupils or the social context of the school where they teach? Do they cross perspectives and explore intersectional questions? If yes, which ones? Is this dissertation productive, first regarding new research outcomes, and second, regarding gender equality training? What are the obstacles they face and how they overcome them? What are the positive and negative sides of this research work?

Gender equality as a research topic is proposed since two years, in June 2016, we will have a sample of around forty dissertation plus twenty pre-dissertations in the first year of master. Trends can be observed.

# Not Between: The Location of Education from a Posthuman Feminist Perspective

Simon Ceder

Department of Sociology, Division for Education, Lund University, Sweden

The location of education is a central question for educational theory and philosophy. Once education is located, it calls for new questions, answers, and proceedings. Often, education is located either with the teacher or with the student. In contrast, the area of educational relations often locates education between individuals, that is, between a student and a teacher. Biesta (2004) argues that there is a gap between students and teachers and that this gap is the foundation for communication and education. However, the gap requires separated entities because these are the starting points of the interaction. How can the question of the location of education be analyzed differently?

This paper takes a departure in educational relations, but from a posthuman feminist perspective. It is argued, using Barad's (2007, 2012) concepts intra-action and touch, that the location of education is not 'between' subjects in a relation, but in the intra-acting relational activities. Barad's touch (2012) describes the infinite configurations as descriptions of materiality when talking in terms of both electrons touching and the touch of human skin. Touch is intra-active, which means that each part co-constitute the relation: to touch is simultaneously to be touched. The concept of edu-activity is proposed with this argument as an alternative location for education.
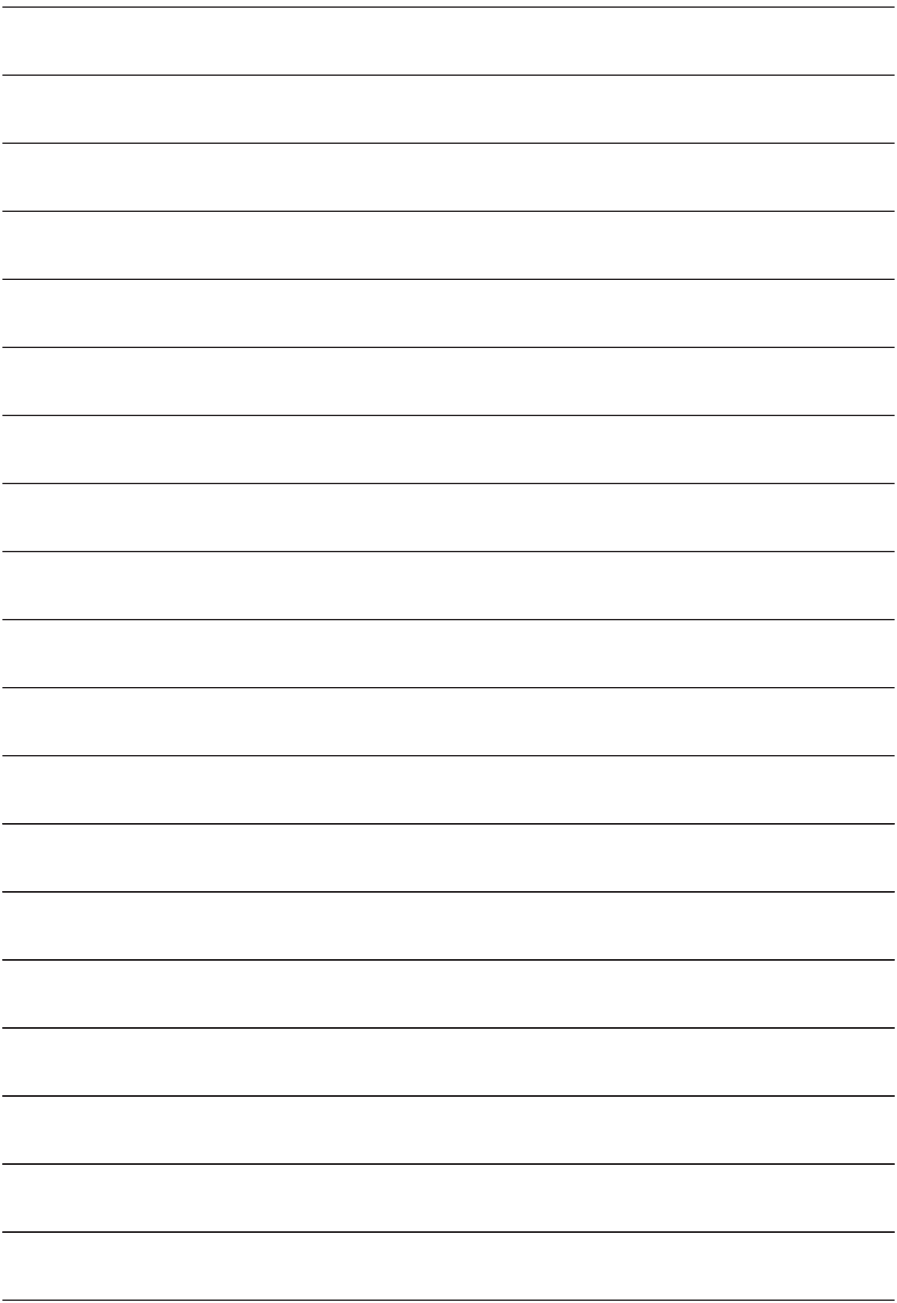
Gendered bodies in beauty education:
An analysis of processes of embodiment in skin and spa therapy training

Eleonor Bredlöv

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This study outlines processes of embodiment in skin and spa therapy education and training. More specifically, it focuses how student subjectivities are shaped in classroom interaction, through processes of embodiment. Drawing on a poststructural approach, inspired by Butler and Foucault, regularities of description and self-description are analysed. This approach provides analytical tools for analysing how people engage with discourse in this micro-context of education and training and enables an understanding of how these processes are gendered. The material has been collected through interviews with students and observations during practical lessons in skin and spa therapy schools. During these practical lessons, the teacher demonstrates a specific treatment (such as facial treatment, spa treatment, pedicure and hair removal) with a student acting as the client in front of the class. Afterwards, the students take turn acting client and therapist so that everybody gets the chance to practice the specific treatment as well as experience it as a client. During these interactions, relations of power arises as historical effects, where for example controlling images of femininity produces particular bodies, and thereby student subjectivity. Initial fieldwork has shown how student subjectivity is shaped through processes of embodiment, which include their own bodily experiences, constructions of fellow student bodies and future client bodies and the scientifically constructed body presented in class. I have also initially identified a scientific, medical discourse that is mobilized when teachers and students handle issues about appearance, vanity and femininity.

Beyond Binaries:
Challenging Heteronormativity in Classroom Spaces

Leanne Coll

School of Education, Deakin University, Melbourne, Australia

The workings of sex-gender-sexualities in classroom spaces continue to operate around privileged notions of what it is to be "normal" or "natural". Many queer and feminist scholars have highlighted a prevailing heteronormativity in educational spaces, how concepts of normality are embedded in different kinds of movement, spaces, places, curricular content and the manner in which students and teachers reinforce heteronormativity in their everyday schooling practices. While many have exposed these processes by which heteronormativity is maintained and enforced in school life, few have explored what is means to challenge heteronormativity in schools. De Palma and Atkinson's 'No Outsiders' (2006-2010) UK-based participatory action research project is one notable exception. The research and writings from the No Outsiders project have directly impacted and informed how this study has been shaped.

The data for this paper is drawn from the initial stages of a Queer Participatory Action Research with 15 pre-service teachers and one University Lecturer. The pre-service teachers hail from a range of discipline backgrounds, e.g. English, Mathematics, Physical education to name a few. The purpose of this project is to work towards interrogating and challenging aspects of heteronormativity in everyday teaching practices. This paper will focus on data from the initial stages of this project, which includes project conception, design and initial photo-diary and photo-elicitation sessions with team members. Photo-diaries were created by each team member at the beginning of the project to critically reflect on the concept of sexualities equalities, what it means to them and how it relates to teaching practices. This paper explores the possibilities of moving beyond binaries in classroom spaces and what this might mean for efforts towards sexualities equalities in education.

Safe Space Stickers and the Risks of LGBTQ Ally Work in U.S. Secondary Schools

Melissa Smith and Elizabethe Payne

Queering Education Research Institute (QuERI),
Hunter College, CUNY, USA

This paper explores educators' experiences negotiating school leaders' resistance to recognizing LGBTQ students and families. Research participants were educators who attended school district-sponsored professional development about supporting LGBTQ students. After PD, educators who posted the Safe Space stickers they received at the training were ordered to remove them by the superintendent. Conflict between participants and leaders was rooted in starkly different interpretations of professional responsibilities to LGBTQ students, and participants' decisions about resistance were influenced by fear of personal and professional consequences. We argue that this case study illustrates the difficulty of highly-stigmatized social justice work, and it is indicative of risks that can arise when educators subvert status quo in order to advance the interests of marginalized students.

"It is going to hurt and it shall and it will bleed": Developing norm critical awareness in teaching about relationship and sexuality

Auli Arvola Orlander[1] and Anna-Karin Fridolfsson[2]

[1]Department of mathematics and science education, Stockholm University, Sweden
[2]Kungsholmens gymnasium/Stockholm's Music gymnasium, Sweden

In the Swedish educational system, developing norm critical awareness around relationships and sexuality is a part of the Biology curriculum. However, little is known about the related classroom practices. This study addresses this shortfall.

We explore the kind of questions students chose to investigate, and the potential impact of teaching on students. In addition, we study forms of meaning making enabled when students work with questions about human sexuality from a combination of norm critical and scientific perspectives.

The case study was conducted in an urban upper secondary school. During a period of five weeks, Biology lessons were observed in two classes. The data consists of observation notes, audio recorded classroom situations and group interviews. The theoretical approach drew on Butler's theory of the subjectivity and Foucault's theories of power, knowledge and the human subject. Methodologically, we analyzed the data for critical incidents. In this paper, we engage the results from analysis of the classroom interactions.'

The preliminary results indicate that the majority of student investigations concerned the differential opportunities to embrace their sexuality generally offered to women and men. When looking for critical incidents we found some situations showing changes in use of concepts and signifiers, for example the use of terms such as "prostata/womb carriers" instead of "man/woman". We discuss how this suggests that teaching have influenced the students to reflect on their assumptions, and how significant this may or may not be.

Gendered cultures in STEM education: Nuancing the picture

Anders Johansson[1,2] and Staffan Andersson[1]

[1]Department of Physics and Astronomy, Uppsala University, Sweden
[2]Centre for Gender Research, Uppsala University, Sweden

Discussions about gender equality in science, technology, engineering and mathematics (STEM) education often focus on the lack of women. Researchers and teachers approach the issue by exploring obstacles facing women, as a minority, in the often masculinely coded cultures of STEM. However, a more nuanced picture of what happens in STEM programmes is of vital importance for increasing equality in STEM education.

Our mixed-methods study on engineering students' approaches to learning electromagnetism was motivated by an apparent gender gap in grades perceived by teachers. We found that students related their experiences of and approaches to the course to their identification as certain types of engineering students, rather than gender. However, gender plays an important role on the level of recruitment to different engineering programmes, where the different programmes in our study recruited from 15-70% women.

Our findings illustrate how nuancing the picture of STEM participation involves taking different dimensions of gender into account; for instance, the association of certain concepts, like "nature" or "environment", with femininity and how this might structure the gendered "market" of higher education STEM. Different programmes appeal to different, and partly gendered, student populations. However, as our study illustrates, these programmes are made up of courses that sometimes limit the possibilities for identification, not necessarily along gendered lines. This shows the importance of discussing gender issues in STEM in a nuanced way, analysing the specific discourses around STEM subjects and gender that students relate to.

"You're viewed in a different way"– intersecting norms in science and technology education

Staffan Andersson[1] and Anders Johansson[1,2]

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Much concern is given to increasing participation of "minorities" in Science and Technology. Simultaneously, research shows how these areas can appear hostile to people outside the norm. However, formation of and interactions with the norm is complex and occur in the intersection of various aspects, such as gender and program belonging.

To explore the dynamics of unequal treatment in science and technology, we have analysed reports of negative experiences from students at a Swedish research university. 3123 students responded to web-based questionnaires about educational experiences in 2012 and 2014. Negative experiences were reported by 14% of the female respondents and 7% of the male respondents.

Qualitative analysis of answers about negative experiences identified more than two thirds of the responses as regarding how students are perceived, valued and treated, primarily in relation to gender and programme belonging. Female students were positioned as less knowledgeable and therefore needing and receiving more, often unwanted, help than their peers. Responses related to the expected masculinity of science and technology were more than four times as common among female respondents. Students in "nontraditional" programmes were perceived as having lower status and meeting unfair treatment. These programs often recruit larger fractions of female students and, consistently, responses regarding program status was three times more common among female respondents.

Our study illustrates how normative factors affect higher education experiences in science and technology, especially for female students, who may be subject to unequal treatment both as women and as students on nontraditional programmes.

Fix –a little bit more- the institution:
Indicators and tools to measure/monitor/evaluate
Gender Equality in academia.
The UNIPD approach in STEM faculties.

Silvana Badaloni[1], Anna Maria Manganelli[2] and Lorenza Perini[1]

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University of Padua, Italy

The aim of the paper is to highlight some of the results of the implementation in STEM faculties at UNIPD of three specific tools to detect the level of gender awareness among the academic staff. The research took place in 2014 and in 2015 involving the whole academic permanent and non permanent staff (more than 3000 people) of all departments. Here we will highlight specifically the STEM scenario. The instruments were tested within the "GenderTime" FP7 EU Project and they were based on methodologies and set of indicators recognized as sensitive and validated within the consortium of the project. The combination of different tools (a survey on gender awareness, the calculus of the Glass Ceiling Index per departments and another survey to detect some specific aspects of the life of the people inside the University in order to implement a GE composite indicator), represents the first opportunity to collect data on a massive scale sorted according to certain specific criteria in a very large university. Main purpose of the research: A) detect and monitor the under-representation of women in scientific research areas as well as in decision-making positions; B) measure the perception and awareness on gender differences in assessments, careers, presence and visibility of men and women in decision-making apical positions C) identify some areas of interest in which data are not readily available or are not normally harvested from gender point of view. The final goal is to put the basis for a change in the approach to "gender issues", rethinking the way in which academic institution normally address Gender Equality.

Sexpectations:
Reflections on a Positive Sexualities Workshop
for Young People

Julia Hirst, Daisy Marshall and Georgina Burns-O'Connell

Department of Psychology, Sociology, and Politics,
Sheffield Hallam University, UK

Despite a well-established rationale for positive Sex and Relationships Education (SRE), it is still not compulsory in UK schools and provision often frames sexualities in a negative light. The UK has never had a consistently applied policy of SRE provision to ensure that all students receive basic education on their sexual wellbeing. The content and context of SRE are left to the discretion of individual schools; state schools are only required by law to teach HIV, Aids, and other STIs and the extent to which they teach SRE beyond this varies greatly; non-state schools have no obligation to teach any form of SRE meaning that some students receive no information at all. Recent government inspections reported SRE as inadequate in almost half of UK secondary schools. Substantial funding cuts to sexual health services raise further concerns about the adequacy of provision. This paper will focus on 'Sexpectations', an ongoing sexual health initiative for the public, created in response to this issue, by a professor and two doctoral candidates in partnership with Sexual Health Sheffield (NHS service) and Sheffield Hallam University Students' Union. The initiative, premised on feminist principles, aims to problematize the popular pedagogy of negative, heteronormative, non-inclusive SRE and provide informative, engaging, empowering, inclusive, sex positive, pleasure-based sexualities education for young people in the UK. The paper will include details of a study into current sexual knowledge amongst students, a pilot of Sexpectations activities, and potential ESRC backing for a related event in the 2016 Festival of Social Sciences.

Innocence-ing the boy – celebrating the female body: A close reading of a price winning sex education manual from the early 20th century

Anne-Li Lindgren

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Sex education has been a major concern parallel with the creation of a modern concept of childhood (innocence) in Western societies. When priests were against sex education for children, teachers and physician advocated for the need of formal (school) and informal (home) education. The sex education debate concerned how society ought to be organized and related to issues such as; contraceptives, masturbation, male and female sexuality, family, female emancipation, pleasure and reproduction, quality of the population, children and youth 'problems'. In Sweden, in the early 20th century, two female physicians wrote a price winning manual about sex education. In this paper, I present a close reading of the manual and with a focus on how the child (boy) and woman (mother) were presented. A key finding is that uncontrolled, harsh masculinity ought to be civilized through boyish innocence. Boyish (and eventually male) innocence would grow out of boys intimate relationships with female bodies, as well as from studies of nature. Hence, the boy was created as innocent in relation to adult (male and female) sexuality. Boys needed to go through a process of, what I refer to as 'innocence-ing', including celebrating the female body, the most important body in human reproduction.

Blended Intersectionality and Women's Education Applying an intersectional perspective to Women's Education in Adult and Community Learning in a virtual world. Lessons from the front line

Mel Lenehan[1], Andria Birch[2] and Jan Ball[3]

[1]Fircroft College, England
[2]Workers' Educational Association, England
[3]University of Leicester, England

Women's education in Adult and Community Learning has traditionally utilised a real world consciousness raising approach. Building on work of the 'second wave' and lessons learnt from the civil rights movement it centres a critique of patriarchal structures and the impact on women's lives. Though always broad in curriculum content , the emergence of virtual learning and networking opportunities for women in these settings has presented new and additional challenges and opportunities for providers and practitioners. The acceleration of relationship building and growth of virtual bridges creating social networks between women with different intersectional identities and experiences can create both opportunities and challenges to women's empowerment education. For example there have been strong challenges by women with lived experience of the intersections of 'race', faith, class and gender to the history and impact of a privileged white curriculum and delivery models.

Through a co-production focus, work in this area in Community Learning has identified tools and strategies needed by practitioners and providers to maximise opportunities and prepare women to overcome or avoid obstacles. Using the voices and experiences of students and practitioners from the frontline, this paper/workshop will demonstrate how applying an intersectional and blended perspective can encourage a co-production model which broadens curriculum content, embraces innovatory delivery methods and engages more women from diverse backgrounds into learning and ultimately community activism.

New Men, Old Boys: Dilemmas of activist masculinity in educating youth in Israeli high schools towards gender equality

Yaron Schwartz

The Interdisciplinary Studies Unit, Gender Studies Program,
Bar-Ilan University, Israel

This study examines dilemmas of "new men" who worked as instructors in a gender intervention program for teenagers, and thereby seeks to shed light on the complexity of the process of 'selling' and instilling activist-masculine attitudes. This intervention program was offered separately to boys and girls in Israeli high schools. The purpose of the program for the boys is to educate towards a "new masculinity", gender equality, and gender studies.

Based on in-depth, partly open interviews with Israeli men who constituted the pool of instructors for the program, the study seeks to examine the dilemmas the instructors faced, and to see what can be learned from these dilemmas about the complexity of the process of instilling activist-masculine attitudes.

The research findings show that there was a gap between the ideology of the intervention program, and the pedagogical method the instructors used to teach. While the original ideology of the intervention program ascribed to pro-feminist activism, in practice, the modelling provided by the instructors was closer to a therapeutic model which seeks to return the ability to express emotions to men, while maintaining attitudes which support discrimination between men and women in society. Only by doing this, the "new masculinity" the instructors modelled was accepted as legitimate by the teenagers.

Therefore, the research suggests the conclusion that when men want to teach, market, or assimilate attitudes of masculinity that are different from the hegemonic model, they strategically fit the message to their target population in a way that leads to ideological concessions.

Abstracts

Friday

13.30–15.00
Parallel Sessions: Papers and Symposium

Bullying as negotiated identities: junior-high school girls' perspetives

Camilla Forsberg

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Linköping university, Sweden

In this study 40 junior-high school girls' perspectives on bullying were explored through pair- and group interviews. Data were collected and analyzed with a constructivist grounded theory approach. The analytical focus was informed by symbolic interactionism and concentrated on social processes and interaction. The interpretation of the participants' perspectives addressed bullying as a social identity process where identities were constructed and functioned as objects towards which the girls understood bullying. This identity process included gendered identities, victim identities and socially valuable identities and was negotiated through the concept of self-confidence. These identities were negotiated and used to position themselves and others where the concept self-confidence was crucial by being negotiated in terms of who was and who was not self-confident. Self-confidence was socially valued but according to the participants constrained by a gender- and a normative peer structure where a pressure to fit in sometimes made the combination of self-confidence and a socially valuable identity difficult for girls. The findings reveal a complex positioning where different bullying types were gendered and valued differently and where others functioned as reflections of their identities as generalized others where shared values and identity constructions were displayed and fitting in made important. Objectification were recurrently addressed and viewed as a cause to girls' lower self-confidence. However, sometimes girls were made responsible for objectification and their own lower self-confidence, which might be recognized as internalized sexism and sometimes girls took a critical position against objectification when externalizing the responsibility to boys or the media.

Sexual Assaults on Campus: Moral Reasoning of Bystanders in Sketchy Sexual Situations

**Sharon Lamb, Sam Gable, Madeline Brodt,
Marta Pagan-Ortíz and Melissa Viscovich**

Counseling & School Psychology, University Massachusetts Boston, USA

One in 5 women are sexually assaulted or raped on college campuses in the US each year, at least 16% while incapacitated. The current response is to provide programming that teaches social skills for bystanding and attempts to change campus culture. Research shows, however, that these programs are ineffectual. Social psychologists have shown us social and situational barriers to bystanding such as not knowing how to step it. But if we are to change a culture in which exploitation and sexual violence is acceptable, we need to affect more than just those willing but unknowledgeable, we need to address moral responsiveness to these situations. To this end we examined the moral reasoning of interveners and non-interveners in sketchy sexual situations through a mixed methods study. In an online survey we asked 280 diverse undergraduates to describe a sketchy sexual situation in which they intervened or did not and compared interveners to non-interveners along 5 Moral Foundation (Haidt, 2012) dimensions: justice, care, loyalty, purity, and authority. Haidt has written extensively how the last 3 foundations are associated with more conservative views on a number of topics, including feminism. Those in our study who scored higher in these were less likely to intervene. We also carried out 40 in-depth moral interviews and through a discourse analysis derived several important discourse/themes that represent moral reasoning: hero stories; social contract; protection of privacy; minimization of harm; potential for life long harm; identity; and loyalty. We discuss these themes in our presentation.

Taking into account sexual harassment, gender-based violence and sexist behaviour in higher education and research: The French vade mecum

**Sylvie Cromer[1], Erika Flahault[2], Colette Guillopé[3],
Rozenn Texier-Picard[4] and CLASCHES[5]**

[1]ANEF and CRDP, Université Lille 2, France
[2]ANEF and ESO, Université du Maine, France
[3]CPED and LAMA, Université Paris-Est Créteil, France
[4]CPED and IRMAR, ENS de Rennes, France
[5]Collectif de lutte anti-sexiste contre le harcèlement sexuel dans l'enseignement supérieur, France

In higher education and research, sexist behaviour and gender-based violence are still a taboo. There are few countries where quantitative and qualitative studies have been carried out on this subject. Therefore we have limited data on the prevalence of violence in this field, and we know little about how to prevent, detect and handle these situations of violence. However, in recent years, national research organizations and several institutions of higher education have been seeking to address the problem: structured policies against sexual harassment have recently been implemented.

To support and encourage this dynamics in France, three associations (ANEF, CPED, CLASCHES) decided to write together a handbook on sexual harassment in higher education and research. In November 2014, people working in twenty institutions in the field of higher education and research (as officers for gender-equality, human resources managers, medical staff or social services...) met in a workshop to share their practices. From the material collected in this workshop, a guide was written to provide examples of institutional procedures for handling cases of sexual harassment and to help institutions implement their own policy, depending on the context in which they operate.

The aim of this talk is to provide an overview on this whole process, to present some measures implemented in France, highlighting the contexts, the types of violence covered, and the resistances as well as leverage.

Materialising difference as a practice in filmic research; affirmative movement or just a shameful act?

Melissa Joy Wolfe

Faculty of Education, Monash University, Clayton Campus, Australia

This paper discusses the methods and methodology undertaken during my filmic research project entitled Girls' Tales, 2015. The resulting performative documentary (Nichols, 2011) comprises interview recollections of experiences of former Australian schoolgirls. This filmic project contests the notion of representation as a mirror of reality and thinks with Judith Butler's (1993) take on performativity extended through Karen Barad's (2007) onto-epistemology. Filmic research allows a tangible aesthetic affective connection between entities that allows traces of self to be discernible in others, as mattering.

I discuss how phenomena as actions performed in these filmed interviews is constitutive of a reality and materializes meanings in things. The research itself is an interference that is of consequence to ways the world becomes. This discussion suggests ways political power resides in research methods as the creation of a reality, as intra-action between researcher, participants, image and phantom audience. I attempt to illustrate how intra-action in this research is affective and aesthetic, a creative process, an event, and a non-prescriptive multiplicity of happenings during the making and multiple re-presentations. The consequence thus remains unknown and creates an ethical dilemma.

Research itself is performative where differences are made. In this paper I discuss the contextual intra-action (Barad, 2007) between participants and myself as 'the researcher'. I scrutinize processes of differentiation that were enacted and performed during the research process. I attempt an opening up to the affective and ethical implications of these 'agential cuts'(Barad, 2007) to really notice how and what comes to matter.

# Mapping LGBT+ young people's digitally-mediated peer cultures: a creative and participatory approach

Kate Marston

School of Social Science, Cardiff University, Wales,UK

My paper will present a work-in-progress case study of the digitally-mediated peer cultures of an LGBT+ student group in the West of England. Debates about the risks and opportunities aligned with technologies such as the internet, mobile communication devices and social media have been rehearsed elsewhere (e.g Livingstone and Mason 2015, Duguay 2014;,Livingstone et al 2014, Helsper et al 2013, Varjas et al 2013). Heeding Ringrose and Barajas (2011) call to exceed the risk / opportunity binary my research seeks to map the messy and complex relations of young people's digitally mediated peer cultures. Drawing on the DeleuzoGuattarian concept of 'assemblages' young people's digital lives can be understood as temporary groupings of relations to other bodies (friends, family, celebrities, teachers) and things (phones, tablets, websites, 'apps'). These assemblages are always 'becoming' through 'rhizomatic' movements that cannot be captured in linear trajectories towards risk or opportunity (Fox and Alldred, p. 3). The task at hand is to map the 'multiple becomings' and 'affective capacities' of these digital assemblages (Renold and Ringrose 2011, p. 402). My presentation will focus on the methodological challenges of mapping digital becomings and affects to explore how the digital looks, feels, sounds, moves and materialises. I will provide a reflective account of initial fieldwork sessions with the LGBT+ group: exploring the possibilities of creative and participatory methodologies to 'witness, analyse and evoke the affective' and multi-sensory dimensions of digital technologies (Lorimer 2013, p. 16).
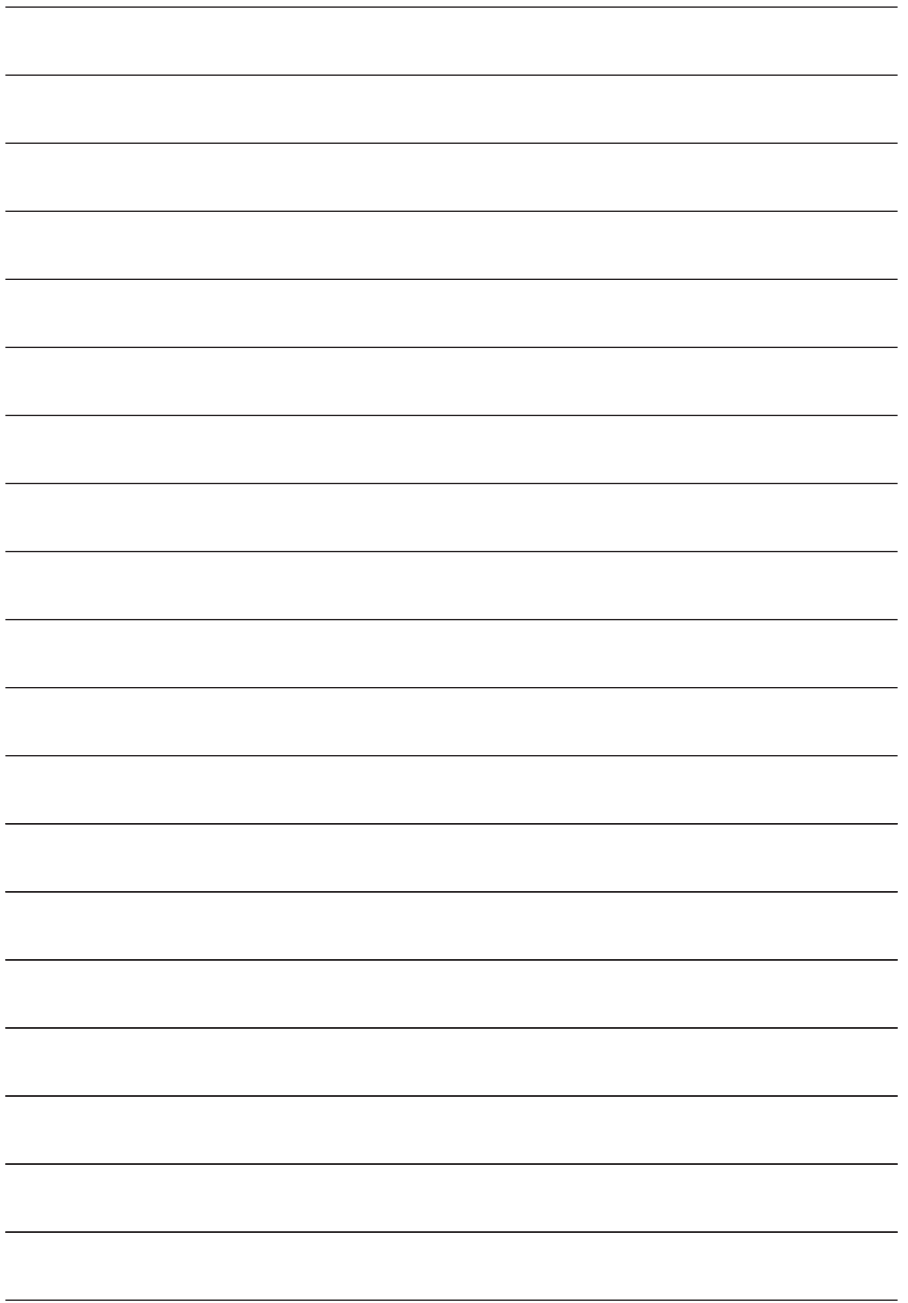
A new materialist rethinking of preschool children's interests and explorations

Anna Günther-Hanssen

Department of Education, Uppsala University, Sweden

I aim to explore gender connected to children's interests and explorations in preschool using new materialist theory, with focus on Barad's agential realism and Deleuze and Guattari´s philosophy of immanence. The Swedish preschool curriculum is diffused by a notion of the importance of following, challenging and highlighting the interests and explorations of the children. I am especially interested in affordances of using the concepts of desire, the virtual and performative agents to explore this notion further. In applying these concepts I hope to open up new possibilities for understanding children's interests and strategies connected to gender aspects and new potentialities in subjectification and learning. For example, I am interested in exploring the concept of desire as a thinking tool instead of looking at children's explorations as motivated by 'interest'. Sandvik (2013) states that desire can be seen as constituted by the performative agents (Barad, 2007) in each situation. She also points out that the performative agents in preschool, at least partly, get their agency from the virtual landscape (thoughts, images, dreams, the past, the present, potential becomings) that surrounds them in that moment. Thus, this virtual landscape, which can include gender in different ways, can be seen as co-creator of agency or power, in other words co-creator of children's explorations, interests and potentialities. At the conference I will present some preliminary results from my analysis of video recordings of preschool practice, and would like to discuss the potentialities of the concepts mentioned connected to gender and preschool.

Symposium:
The Gender 'Lens' in Focus:
## Concept and Methodology in International
Higher Education Research

Gender is often used as a 'lens' in higher education research, and education research more broadly. However, in this 'lens' metaphor of gender research, gender becomes a fixed and transparent device through which the research site can be observed. Each of the four papers in this symposium seeks to challenge the notion of the gender 'lens' through which we try to observe higher education phenomena internationally. The unifying feature of this symposium is our collective attempt to move away from the 'lens' metaphor, towards a more complex conceptual configuration of gender in relation to our research sites. By focusing our attention on the very concept we look through, we discuss how education research can call into question our modes of looking, and assess the impact of different modes of looking on available understandings of education systems and phenomena. We collectively argue that designing research according to rigid gender norms forecloses the inclusion of non-normative understandings of gender in empirical studies; this is seen to i) exclude some subject positions and identities from research, and ii) restrict the possibilities for transgression within those positions and identities which are included.

The papers in the symposium are based on four in-depth empirical studies of higher education phenomena in a range of different country contexts (US; South Africa; UK/US/India; New Zealand). The papers present our different conceptual struggles, and the methodological thinking processes that have accompanied our attempts to work with a less stable, less transparent notion of gender.

Convener – Emily F. Henderson, (Centre for Education Studies, University of Warwick, UK).
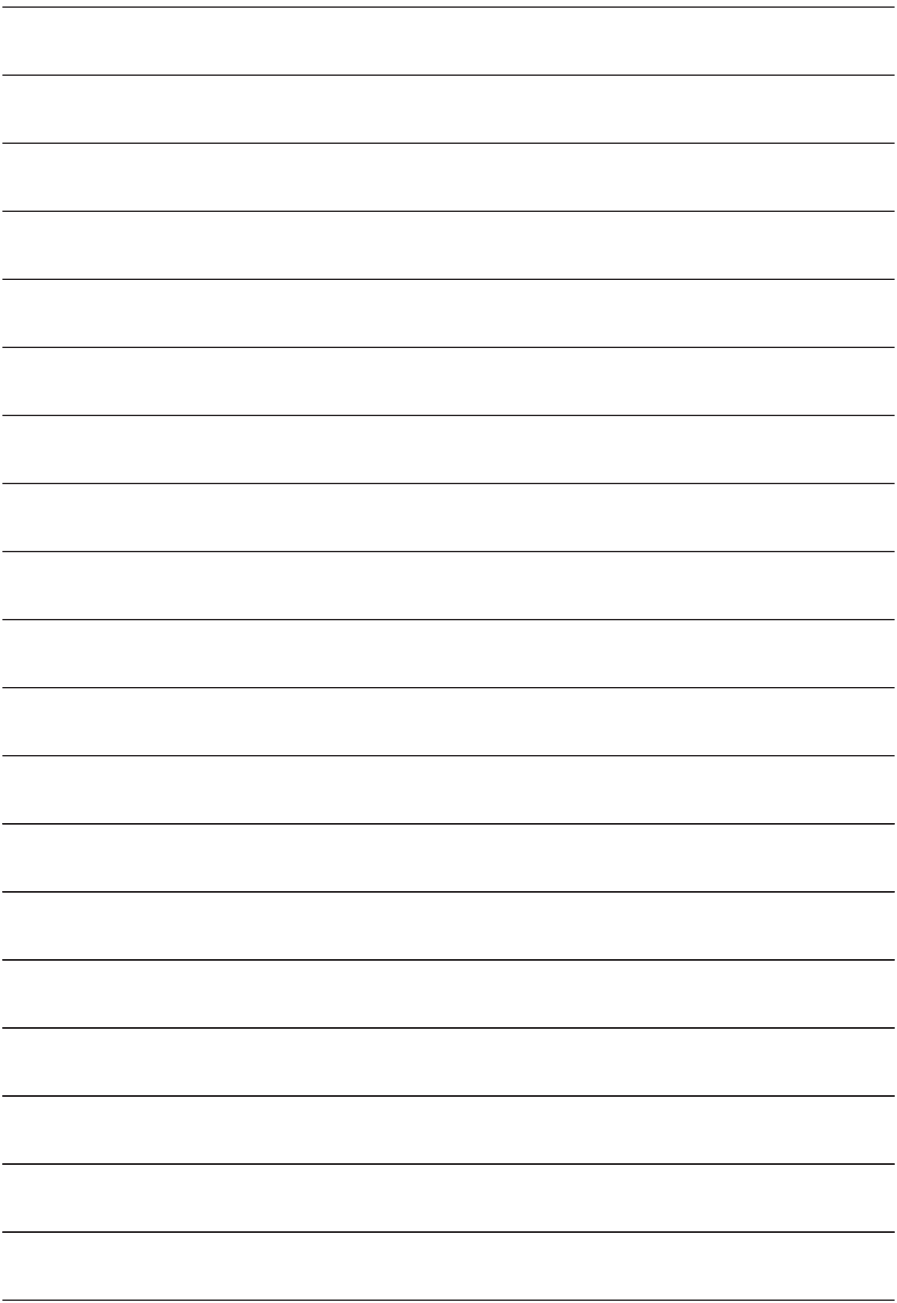
Doing Harm Through Research:
The Effects of Methodological Violence Through Gender Categorization

Z Nicolazzo

Department of Counseling, Adult and Higher Education,
Northern Illinois University, USA

Gayle Rubin (2011) wrote, 'No system of classification can successfully catalogue or explain the infinite vagaries of human diversity. …However, human beings are easily upset by exactly those "existing things" that escape classification, treating such phenomena as dangerous, polluting, and requiring eradication' (p. 248). Rubin's words illuminate two essential points. First, the institutionalization of any identity category (e.g. trans*) is an unruly proposition. Once boundaries are traced around what it means to 'be trans*' there are challenges to that positionality, particularly as they relate to trans* respectability and normativity. Secondly, Rubin's words are a reminder that identity-based institutionalization is a potentially violent proposition, a point echoed by trans* activists (Gossett, 2015; Spade, 2010). In this sense, administrative regulation is intertwined with administrative and material violence that largely delimit possibilities of trans* existence.

Reflecting the violent erasure of trans* people via institutionalization, increased visibility, and gender-based surveillance, this methodological paper draws on empirical data collected from several auto/ethnographic studies alongside trans* youth and adults in the United States, in an attempt to elucidate how methodological moves to operationalize trans* as a category do more harm than good. In doing so, I show how delimiting a category that means 'across', etymologically speaking, mirrors the violence enacted on trans* bodies, enacting a form of methodological violence that has grave implications for trans* lives. Furthermore, I discuss how trans*ing research by holding gender open as a possibility is a necessary, yet messy proposition for educational research, along with strategies for doing so for researchers.

Re-positioning embodiment with an intersectional analysis of student experiences of higher education

Talita Calitz

Centre for Research on Higher Education and Development,
University of the Free State, South Africa

What happens when participant bodies and emotions are written out of higher education research? And in relation to this question, what are the dangers of assigning fixed meanings to race, gender and class within individual experiences of higher education? The paper has been influenced by feminist scholars who call for an increasingly fluid analysis of embodied experience in higher education spaces (Ahmed 2014; Burke 2015). As a critique of research paradigms that continue to dichotomize cognitive and affective dimensions of learning and becoming at university, I delineate the methodological and theoretical constraints that emerged during a longitudinal study that tracked the experiences of South African university students. The project was designed to capture the complex systemic and historical injustices two decades into the country's new democracy, by using an intersectional analysis of gender, race and socioeconomic class within student narratives. This paper offers a retrospective critique of the research process, in which I question the persistent absence of bodily experience and emotions within intersectional analyses. I also question the tendency with higher education research to use race, class and gender as fixed concepts to pathologize 'deficit' student identities. Drawing on 'hidden chapters' that emerged during the data analysis, I draw attention to the dangerous limitations of educational research that distorts social justice aims into remedial interventions that inscribe pathology and failure onto the experiences of socioeconomically vulnerable, female, African* students in higher education. I conclude with possibilities for a more nuanced and flexible approach to intersectional interpretations of student experience.

Gender in Chains:
Definitional Politics in Gender Knowledge Production

Emily F. Henderson

Centre for Education Studies, University of Warwick, UK

As soon as the concept of gender is employed in academic research, it becomes imbued with what I call 'definitional politics'. This term is a development from Hughes' (2002) theorisation of 'conceptual contestation', where she argues that 'arguments over meaning should be appraised as political acts' (p. 178) which determine 'what become acceptable ways of knowing, theorizing and doing' (p. 196). As such, when the meaning of gender is contested in research practice, we might consider that these contestations are not arguments over conceptual accuracy, but political acts which determine the way that gender is understood as a reseach lens. The notion of 'definitional politics' incorporates acts of unacknowledged and apparently neutral definition, as well as overt contestation: uncontested uses of a gender 'lens' are posited as political acts which have ramifications for the ways that research subjects can be understood, and the recommendations for policy and practice that may be made based on findings from empirical studies.

This paper sets out a theorisation of conceptuality (based on Derrida's understanding of concepts) that views concepts not as discrete entities with fixed borders, but rather links in conceptual chains which operate not as units but differentiated and connected non-entities. The paper is based on an empirical study of gender knowledge production at national Women's Studies conferences in the UK, the US and India; the paper discursively explores examples from this study of definitional politics around 'what counts as gender', and the impact that conceptual contestation may have upon academic research.
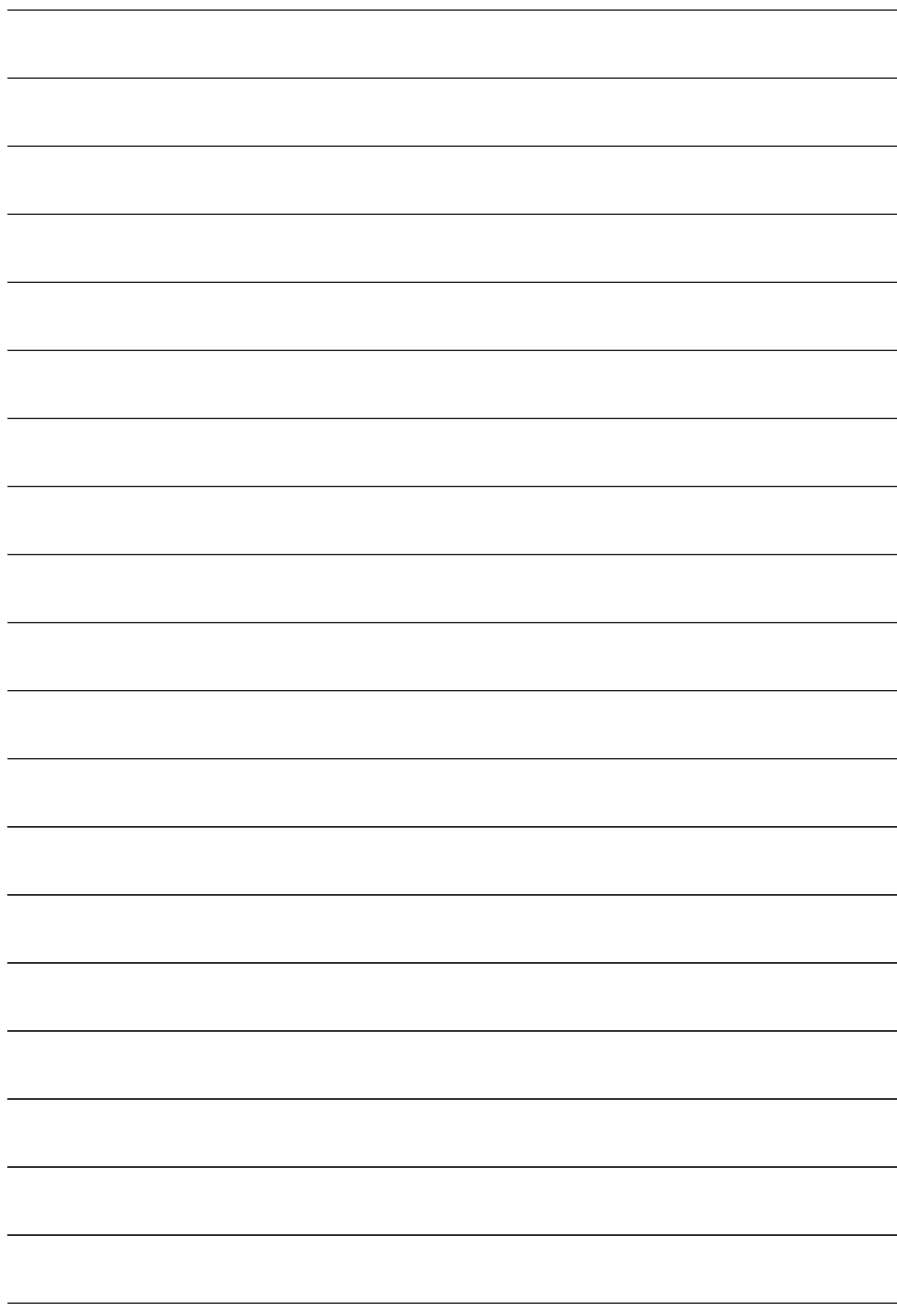
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