

Promiscuous Feminist Methodologies in Education

Engaging Research Beyond Gender

Edited by
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Stephanie L. Daza

Promiscuous Feminist Methodologies In Education Engaging Research Beyond Gender

**Sara M. Childers, Jeong-Eun
Rhee, Stephanie L. Daza, Patti
Lather, Elizabeth A. St. Pierre**

Promiscuous Feminist Methodologies In Education Engaging Research Beyond Gender:

Promiscuous Feminist Methodologies in Education Sara M Childers, Stephanie L Daza, Jeong-eun Rhee, 2016-04-14 The book marks the circulation of the term promiscuous feminist methodology and registers its salience for educational researchers who risk blundering feminist theories and methodologies in chaotic and unbridled ways The sexism embedded in language is what makes the notion of promiscuous feminists gone wild tantalizing though what the book puts forth is how the messy practice of inquiry transgresses any imposed boundaries or assumptions about what counts as research and feminism What can researchers do when we realize that theories are not quite enough to respond to our material experiences with people places practices and policies becoming data As a collection the book provides how various theories researchers put to work get dirty as they are contaminated and re appropriated by other ways of thinking and doing through contexts of messy practices In this way gender cannot simply be gender and promiscuous feminist methodologies are always in the making and already ahead of what we think they are This book was originally published as a special issue of the International Journal of Qualitative Studies in Education

Promiscuous Feminist Methodologies in Education Taylor & Francis Group, 2020-12-18 The book marks the circulation of the term promiscuous feminist methodology and registers its salience for educational researchers who risk blundering feminist theories and methodologies in chaotic and unbridled ways The sexism embedded in language is what makes the notion of promiscuous feminists gone wild tantalizing though what the book puts forth is how the messy practice of inquiry transgresses any imposed boundaries or assumptions about what counts as research and feminism What can researchers do when we realize that theories are not quite enough to respond to our material experiences with people places practices and policies becoming data As a collection the book provides how various theories researchers put to work get dirty as they are contaminated and re appropriated by other ways of thinking and doing through contexts of messy practices In this way gender cannot simply be gender and promiscuous feminist methodologies are always in the making and already ahead of what we think they are This book was originally published as a special issue of the International Journal of Qualitative Studies in Education

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Gender Issues in Technical and Vocational Education Programs Bala, Shashi, Singhal, Puja, 2019-05-15 As the economic growth and social development of a nation is reliant on its workforce it is essential to increase the workforce's employability through technical and vocational education Through these programs the nation's workers will be able to acquire skills and flexibility in order to navigate across sectors of the economy and industry However due to gender disparities and socioeconomic statuses within society women from a lower economic background are unable to gain access to these programs hindering their career development and economic independence Gender Issues in Technical and Vocational Education Programs is an essential critical resource that probes the issue of gender equity in specialized educational programs such as vocational or technical education programs It also presents global initiatives that are being undertaken to enhance the access to technical and vocational education programs to all citizens Divided into two sections this publication provides comprehensive coverage on understanding human resource skilling through vocational and training programs and promoting gender equity through skill development making it an ideal resource for academicians researchers social scientists educators policymakers government officials and professionals

Decolonial Feminist Research Jeong-eun Rhee, 2020-10-29 Honourable Mention ICQI 2022 Outstanding Qualitative Book Award Honorable Mention AERA Qualitative SIG for 2023 Outstanding Book Award Category In Decolonial Feminist Research Haunting Rememory and Mothers Jeong eun Rhee embarks on a deeply personal inquiry that is demanded by her dead mother's haunting rememory and pursues what has become her work life question What methodologies are available to notice and study a reality that exceeds and defies modern scientific ontology and intelligibility Rhee is a Korean migrant American educational qualitative researcher who learns anew how to notice feel research and write her mother's rememory across time geography languages and ways of knowing and being She draws on Toni Morrison's concept of rememory and Theresa Hak Kyung Cha's fragmented multi self Using various genres such as poems dialogues fictions and theories Rhee documents a multi layered process of conceptualizing researching and writing her mother's transnational rememory as a collective knowledge project of intergenerational decolonial feminists of color In doing so the book addresses the following questions How can researchers write in the name and practice of research what can never be known or narrated with logic and reason What methodologies can be used to work through and with both personal and collective losses wounds and connections that have become y our questions Rhee shows how to feel connectivity and fragmentation as of self not as binary but as constitutive through rememory and invites readers to explore possibilities of decolonial feminist research as an affective bridge to imagine rememory and engender healing knowledge Embodied onto epistemologies of women of color haunt and thus demand researchers to contest and cross the boundary of questions topics methodologies and academic disciplinary knowledge that are counted as relevant appropriate and legitimate within a

dominant western science regime This book is for qualitative researchers and feminism scholars who are pursuing these kinds of boundary crossing personal inquiries (Post)Critical Methodologies: The Science Possible After the Critiques Patti Lather, 2017-02-03 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Post Critical Methodologies forms a chronology through the texts and concepts that span Patti Lather's career Examining post critical feminist and poststructural theories Lather's work is organized into thematic sections that span her 35 years of study in this field These sections include original contributions formed from Lather's feminism and critical theory background They contain her most cited works on feminist research and pedagogy and form a collection of both early and recent writings on the post and post post with a focus on critical policy studies and the future of post qualitative work With a focus on the implications for qualitative inquiry given the call for scientifically based research in education this compelling overview moves through Lather's progressive thoughts on bridging the gap between quantitative and qualitative research in education and provides a unique commentary on some of the most important issues in higher education over the last 30 years This compilation of Lather's contribution to educational thinking will prove compelling reading to all those engaged in student learning in higher education worldwide

Embodiment in Qualitative Research Laura L. Ellingson, 2017-04-07 Practices for Inscribing Bodies in Data Chapter 7 Analyzing Bodies Embodying Analysis across the Qualitative Continuum Doing Legwork On Thinking through Data with Mind Altering Medications Data Analysis as Material Practice Analysis as Always Already Embodied Head Heart and Gut Analysis Practices for Embodied Analysis Chapter 8 Speaking of for Bodies Embodying Representation Doing Legwork Where Social Science Meets Art What's In and What Lurks Outside De Composing Bodies Subjugated Knowledges Knowledge of Subjugation Radical Specificity Refracting Bodies through Crystallization Practices for Embodying Representation Postscript Common Threads Doing Legwork A Calling Pulling Threads Materializing Social Change Knot References Index

Becoming Earth Anne Reinertsen, 2016-03-22 Becoming earth is about how we can write and tell stories in a way that allows us to collaborate and be stewards and partners of the natural world our earth rather than dominators of it That is what this assemblage is about about trying to take seriously the minor politics of sensing experimenting with questions of attending and attuning to difference contestation nomadism relationality and permeability in sensing cultivating muchness newness communities of acceptance and decision making Going beyond the binaries dualisms instrumentalist criteria etc and supplying third space conceptions of agency not tied to human action alone but rather examining human and more than human relational assemblages of affecting and being affected The tasks for educators becoming not merely people who pass on traditions institutions systems and or structures but prepare for future contingent

events ultimately creates vital pedagogies of many prospects in our classrooms and exceeds forms of contracts between generations. These are embodied ecologies and/or enacting ecologies in practice showing the practical and political strength of new materialisms and presenting its potential and usefulness to simultaneously work and analyse local and global political strategies and sustainability. Making virtuality productive as a form of life, our wonderings are thus always stronger than our assertions. The sometimes fierce stories in this book might light some paths.

Decolonial Feminist Research Jeong-eun Rhee, 2020-10-29 Honourable Mention ICQI 2022 Outstanding Qualitative Book Award Honorable Mention AERA Qualitative SIG for 2023 Outstanding Book Award Category In Decolonial Feminist Research. *Haunting Rememory and Mothers* Jeong-eun Rhee embarks on a deeply personal inquiry that is demanded by her dead mother's haunting rememory and pursues what has become her work-life question: What methodologies are available to notice and study a reality that exceeds and defies modern scientific ontology and intelligibility? Rhee is a Korean migrant American educational qualitative researcher who learns anew how to notice, feel, research, and write her mother's rememory across time, geography, languages, and ways of knowing and being. She draws on Toni Morrison's concept of rememory and Theresa Hak Kyung Cha's fragmented multi-self. Using various genres such as poems, dialogues, fictions, and theories, Rhee documents a multi-layered process of conceptualizing, researching, and writing her mother's transnational rememory as a collective knowledge project of intergenerational decolonial feminists of color. In doing so, the book addresses the following questions: How can researchers write in the name and practice of research what can never be known or narrated with logic and reason? What methodologies can be used to work through and with both personal and collective losses, wounds, and connections that have become yours? What questions? Rhee shows how to feel connectivity and fragmentation as of self, not as binary but as constitutive through rememory, and invites readers to explore possibilities of decolonial feminist research as an affective bridge to imagine rememory and engender healing knowledge. Embodied onto epistemologies of women of color, haunts, and thus demand researchers to contest and cross the boundary of questions, topics, methodologies, and academic disciplinary knowledge that are counted as relevant, appropriate, and legitimate within a dominant western science regime. This book is for qualitative researchers and feminism scholars who are pursuing these kinds of boundary-crossing personal inquiries.

Dissertation Abstracts International, 2003 **Feminist Methodologies** Sara M. Childers, Jeong-Eun Rhee, Stephanie L. Daza, Patti Lather, Elizabeth A. St. Pierre, 2013 *Abstracts of the Annual Meeting -- American Anthropological Association* American Anthropological Association, 1995 **Debates and Issues in Feminist Research and Pedagogy** Janet Holland, Maud Blair, Sue Sheldon, 1995. The articles in this book engage with practical issues relating to teaching and research. The way in which gender and education is theorized is currently in a period of profound change and this presents a major challenge to feminist teachers who want to translate explanations for gender relations into transformative action in the classroom. Several of the authors in this collection consider the possibilities and practicalities of transformative feminist pedagogies, identifying

the pedagogic moments into which challenge and change can be introduced without distorting or denying the students experience Another section contains articles which present the results of classroom research dealing with issues of class gender race and sexuality We can see from the results of these recent studies that class race and gender continue to position students differently throughout the whole school and the entire curriculum Research on teacher education reported here indicates that gender differences are produced and reproduced in that context A final section of the book deals with the ongoing and lively debate on feminist methodology and epistemology indicating the variety of approaches and positions that are being taken up in this area

Feminists Researching Gendered Childhoods Jayne Osgood, Kerry H. Robinson, Veronica Pacini-Ketchabaw, 2020-08-20 *Feminists Researching Gendered Childhoods* charts the evolving nature of feminist theory and research methods in childhood studies and the generative potential this holds for researchers academics and educators to continue to push ideas and practices The book traces the threads of affect and effect that feminist theories and methodologies have made over time to thinking more and differently about gender in childhood In the wake of the new materialist turn in feminist research the book sought to address two pressing questions what is especially new about feminist new materialism and what is especially feminist about feminist new materialism These questions are generative troubling unsettling and invited the contributors on an adventure that involved re turning and reconfiguring ideas and practices about gender and childhood Along with the editors Jayne Osgood UK and Kerry H Robinson Australia five key international feminist scholars Mindy Blaise Australia Bronwyn Davies Australia Debbie Epstein UK Jen Lyttleton Smith UK and Veronica Pacini Ketchabaw Canada collaborated on this book project Their reflective accounts capture the contribution of their own work and that of their peers to advancing research practices and theorisations of gender in childhood Having all approached the study of gendered childhoods in creative and critical ways these important feminist researchers re engage and critically reflect on their earlier work alongside their more contemporary contributions to the field The book is as much about the processes involved in its creation as it about the material digital end product The chapters work with both familiar and unfamiliar feminist methodological frameworks that bring affect materiality and embodiment as well as textual representations of gender and childhood into play The book engages with and generates artwork poetry photographs as a means to grapple with how gender childhood family curriculum and policy have been and might be researched The book captures a lively collaborative feminist experiment that sought to make space for fresh conceptualisations of gender in childhood Issues addressed include social justice and transformative methodologies in childhood research advancing theoretical perspectives that contribute to fresh understandings of gender in young children s lives the ways that research into gender in childhood play out in educational agendas and the specific gender issues perceived critical to address in contemporary childhoods lived in the post Anthropocene

Gender in Learning and Teaching Carol A. Taylor, Chantal Amade-Escot, Andrea Abbas, 2019-04-26 *Gender in Learning and Teaching* brings together leading gender and feminist scholars to provide a

unique collection of international research into learning and teaching Through dialogues across national traditions and boundaries the authors provide new insights into the relations between feminist scholarship of pedagogy gender and didactics and offer in depth accounts that critically investigate how gender relations are enacted contested and analysed at the level of the classroom the curriculum and the institution Drawing on original research the chapters explore gender dynamics in relation to student teacher interactions gendered classroom practices curriculum content and knowledge formation in different subjects The book includes accounts of innovative approaches to curriculum development to address gender inequality It includes new theoretical frameworks and methodological approaches which provide fresh insights into gendered practices including intersectionality new material feminism epistemic gender positioning and cultural anthropology The chapters span all education phases from early years to higher education This book makes a compelling case for the continuing relevance of feminist pedagogy and the urgent need for strategies to address gender inequalities in the classroom and beyond It will be of great interest to academics and postgraduate students in the fields of theory philosophy and feminist politics of learning and teaching education and didactics feminism and pedagogy sociology and the arts *Feminist Teaching Methods for Adult and Popular Educators* Lehn M. Benjamin, 1994

This bibliography contains annotations of 69 articles that were chosen from a range of education journals between the years of 1990 1993 Popular education and feminist methodologies are the reference points The bibliography contains resources that explore the intersections of gender race class and culture and resources that link women and popular education and that examine key concepts such as power empowerment resistance difference and dialogue All these areas are inherent in the educational encounter and critical in informing popular education and feminist methodologies Articles have been drawn from over 30 education journals and 12 other journals that had a development or women s focus Each entry follows this format author s title source date and annotation A list is attached of 21 books that relate directly or indirectly to feminist pedagogy YLB **Feminist**

Speculations and the Practice of Research-Creation Sarah E. Truman, 2021-09-05 *Feminist Speculations and the Practice of Research Creation* provides a unique introduction to research creation as a methodology and a series of exemplifications of research creation projects in practice with a range of participants including secondary school students artists and academics In conversation with leading scholars in the field the book outlines research creation as transdisciplinary praxis embedded in queer feminist anti racist politics It provides a methodological overview of how the author approaches research creation projects at the intersection of literary arts textuality artistic practice and pedagogies of writing drawing on concepts related to the feminist materialisms including speculative thought affect theories queer theory and process philosophy Further it troubles representationalism in qualitative research in the arts The book demonstrates how research creation operates through the making of or curating of art or cultural productions as an integral part of the research process The exemplification chapters engage with the author s research creation events with diverse participants

all focused on text based artistic projects including narratives inter textual marginalia art postcards songs and computer generated scripts The book is aimed at graduate students and early career researchers who mobilize the literary arts theory and research in transdisciplinary settings A Guide to Teaching Introductory Women's and Gender Studies Holly Hassel,Christie Launius,Susan Rensing,2021-05-10 This book provides a practical evidence based guide to teaching introductory Women s and Gender Studies courses Based on the findings of a Scholarship of Teaching and Learning project that analyzed 72 Intro students written work the authors equip instructors with key principles that can help them adapt their pedagogy to a range of classroom environments By putting student learning at the center of course design the authors invite readers to reflect on their own investments in and goals for the introductory course The book also draws on the authors combined decades of teaching experience and aims to help instructors anticipate the emotional intellectual and interpersonal challenges and rewards of teaching and learning in the introductory WGS course Chapters focus on course design including identifying desired learning outcomes in terms of course content skills and dispositions or habits of mind choosing course materials pedagogical activities and assessing student learning This book will be an invaluable resource for experienced WGS instructors and those seeking or planning to teach it for the first time including graduate students and high school teachers

Feminist Theory in Diverse Productive Practices Liz Jackson,Michael A. Peters,2018-12-19 Feminist Theory in Diverse Productive Practices is the second of two volumes examining gender and feminist theory in Educational Philosophy and Theory This collection explores the difference that gender and sexual identities make both to theorizing and working in education and other fields As the articles contained in this text span nearly 40 years of scholarship related to these issues this volume sheds light on how feminist gender and sexuality theory has evolved within and beyond the field of philosophy of education over time Key themes explored in the book include women s ways of knowing the challenges women and girls face in taking up professional employment across diverse fields historically and today and how feminist and related theories can enable women in professional development roles to empower each other The book tells a rich story of how gender and sexuality theory has been brought to bear on discussions of educational practice in diverse fields over decades of publication of Educational Philosophy and Theory Feminist Theory in Diverse Productive Practices will be key reading for academics researchers and postgraduate students in the fields of philosophy of education philosophy education educational theory post structural theory and the policy and politics of education Gender in Popular Education Shirley Walters,Linzi Manicom,1996 Feminist popular education has developed over the past few decades as an important form of social activism in dialogue with major strands of feminist practice and theory Drawing on and critiquing the tradition of community education and political work associated with Paulo Freire as well as the fields of adult education and feminist pedagogy its concerns are the education methodologies and learning strategies that lead to women s empowerment This book is a collection of critical reflections on feminist adult education work in grassroots organizations development projects formal

institutions and community education programmes in South Africa India Canada the United States Malaysia Australia and the Philippines The contributors come from a variety of positions in the range of feminist discourses and enliven their focus on methodology with engaging shifts between personal narrative experiential analysis theoretical contextualisation and evocative description Their willingness to be self critical and to experiment with new applications of concepts and practices make this book a valuable addition to an increasingly important field

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