Ethical issues

The ethical guidelines of the British Education Research Association, British Sociological Association and Roehampton University will be strictly adhered to throughout the project. All participation is completely voluntary and anyone participating is free to withdraw at any time. All participants will be completely anonymous and confidentiality will be maintained.

Who are we?

The project team comprises:

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Formations of Gender and Higher Education Pedagogies (GaP)

Based in the London Paulo Freire Institute, Roehampton University

Funded by the Higher Education Academy’s National Teaching Fellowship Scheme
Formations of Gender and Higher Education Pedagogies

This research project explores the ways that gender and other social identities shape the teaching and learning (pedagogical) experiences of students and teachers in higher education (HE). Students in their second and third years of their undergraduate studies will be invited to take part in the research. The research began on 1 September 2010 and will finish on 30 August 2012.

What do we want to find out?

- The different ways that current HE pedagogical practices address issues of diversity, equity and inclusion
- The ways that students and teachers experience the different pedagogical practices being used in HE
- How gender and other identities (e.g. age, class and ‘race’) shape and constrain pedagogical experiences, relations and practices

What is the purpose of this research?

Although there have been concerns about the impact of gender on participation in higher education in recent years, there has been limited research that focuses specifically on the impact of gender, and other social identities, on experiences and practices of learning and teaching (pedagogies) in higher education. This research aims to help develop gender-sensitive and inclusive teaching practices that support diverse student bodies and challenge inequalities in higher education.

What does our research involve?

In the first year of the project, students will take part in detailed interviews, exploring and reflecting on their pedagogical experiences in higher education. Students will also be encouraged to take part in other project activities designed to foreground and value different student voices and perspectives in the development of inclusive pedagogies in HE. These will include a student forum and student films (participation optional).

Teachers will also participate in a range of project activities to consider and reflect on the different pedagogical practices they engage in. They will take part in focus and discussion groups to consider different pedagogical practices.

Student and teacher participants will have the opportunity to contribute to the project’s aims and to work together with the project team in exploring issues of gender, identity and pedagogical experiences and practices. In the second year, workshops will be held at King’s College, London to facilitate a dialogue between students, teachers and the research team about the key issues and themes emerging from the project.