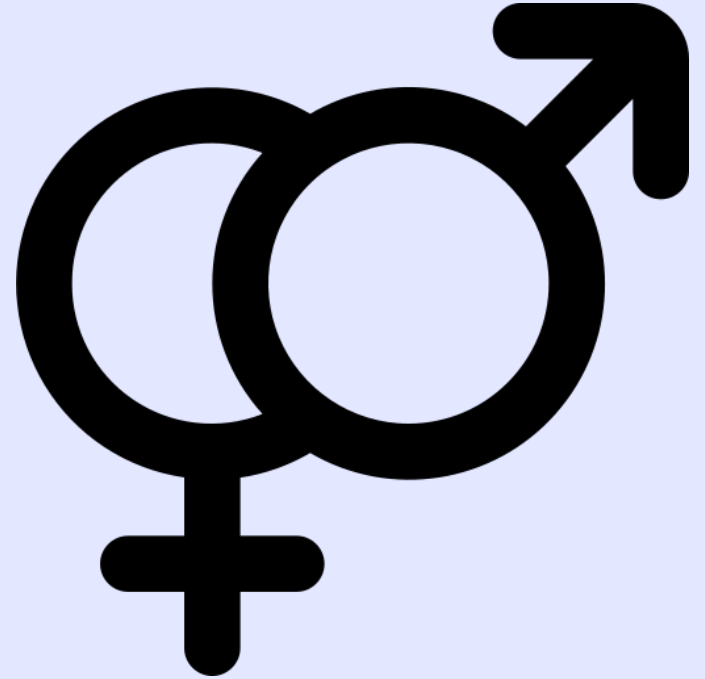
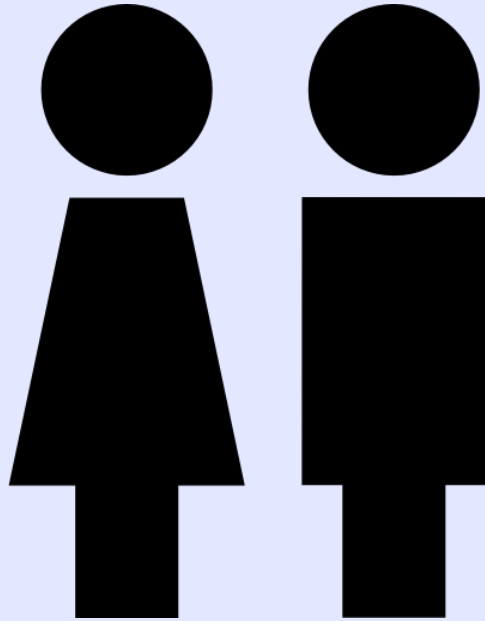


Masculinities & Femininities in the Design and Technology Classroom



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Introduction

This presentation explores the relationships and associations between pupils perceived notions of masculinities and femininities and Design and Technology (D&T)

Exploring: tasks, materials, artefacts, and projects types.

Defining Masculinity and Femininity

- Collective social practices that make up gender structures
- Not fixed
- Multiple versions can be seen throughout different microcosms of society



Slang Use in Schools



- ‘pussys’, ‘fags’, ‘wimps’ (Schippers, 2007),
- ‘cool guys’, ‘swots’, ‘wimps’, ‘Cyrils’ (Connell, 1989),
- ‘super-girls’, ‘mean girls’, ‘ladettes’ (Ringrose & Walkerdine, 2007),
- ‘geeky girls’, ‘tomboys’, ‘mosher girls’, ‘lesbians’, ‘girlies’ (Renold & Allen, 2006),
- ‘tomboys’, ‘girly-girls’ (Paechter, 2010),
- ‘lads’ (Francis, 1999; Dixon, 1996),
- ‘spice girls’, ‘tomboys’, ‘nice girls’, ‘girlies’ (Raey, 2001)

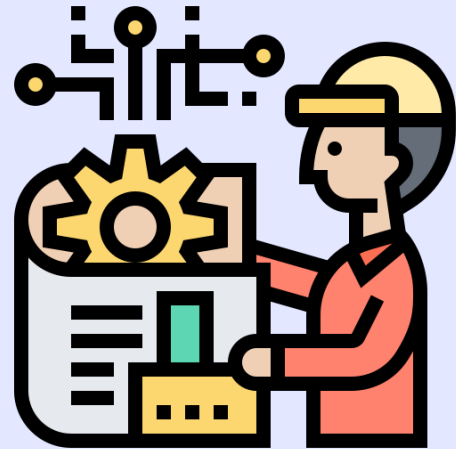


‘La ddish’
Ma scu linit ies

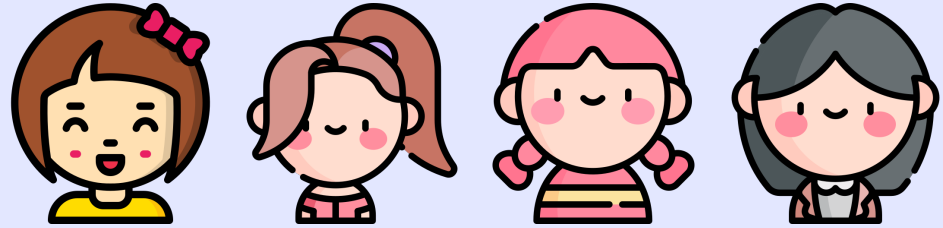


Laddish Masculinity in D&T Classrooms

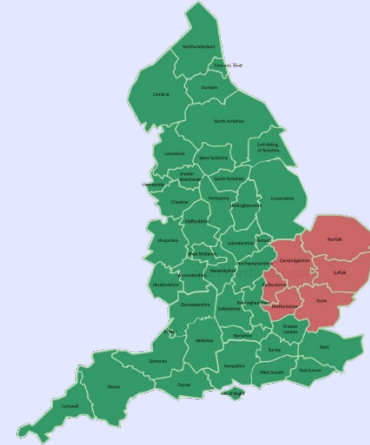
- ‘Laddish’ masculinities thriving in D&T (Anglim, 2021; Peachter & Head, 1996; Dixon, 1996; 1998).
- ‘Chief wolf’ behaviour management (Anglim, 2021; Dixon, 1998)



Methodology



- Small scale (pilot) qualitative study
- Group interview
- Four year 9 girls
- Private school,
- Deprived part of East Anglia.
- Teacher researcher



Methodology: Research Design

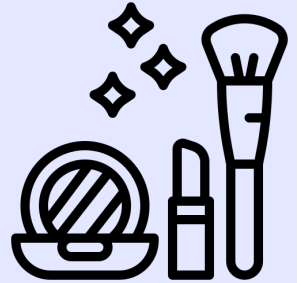
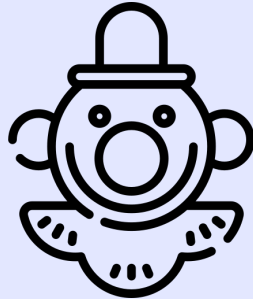
RQ1

- What are the participants existing understandings of masculinity and femininity?
 - Semi-structured interview
 - Discussing existing understandings.
 - Discussion to establish their existing perceptions of dominant (popular) forms of masculinity and femininity in their school.

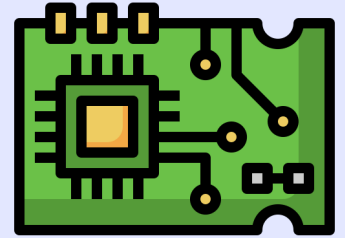
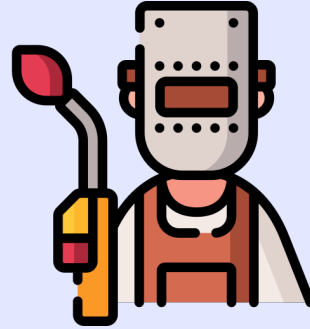
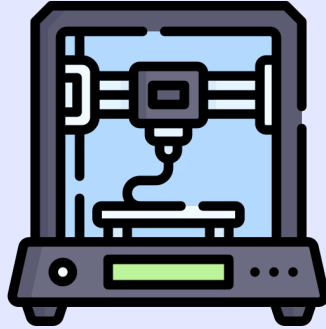
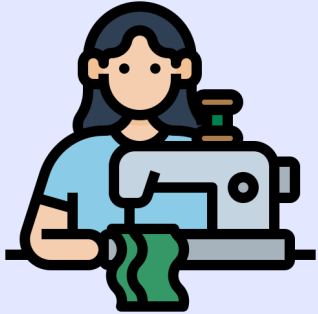
RQ2

- What are the participants perceptions of masculinity and femininity in D&T?
 - Photo-elicitation interview
 - Outcomes, project types
 - Semi-structured interview
 - Tasks and experiences

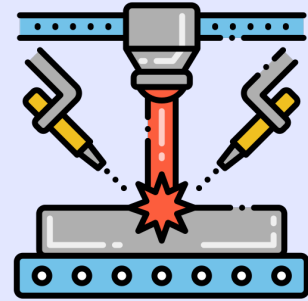
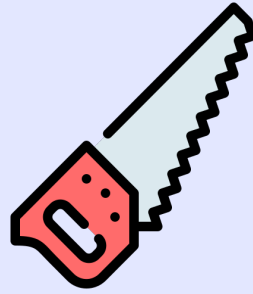
Perceptions of Masculinity and Femininity



Materials



Tasks and Teachers



Order from most masculine to most feminine	Artefact Outcome		
1 (most masculine)	Raspberry Pi arcade machine	12	Architecture project (paper and boards)
2	Kitronik robotics project	13	E-textiles pencil case
3	Lego Wedo robotics project	14	Clock (free design)
4	Kitronik soldered electronic memory game	15	Designing Our Tomorrow Asthma Challenge
5	Speaker/ radio project	16	Baby sensor project
6	Metal paperweight project	17	Clock (Memphis style)
7	Pine trebuchet project	18	Pewter keyring
8	Electronic steady-hand game	19	Cotton tote bag
9	MDF phone stand	20	Micro:bit moisture sensor plant watering
10	Pine bird box	21	Embroidered cushion
11 (neutral)	Wooden box	22 (most feminine)	Upcycling

Order from most masculine to most feminine	Project title	Project process
1 (most masculine)	Kitronik Soldered Electronic Memory Game	Creating a digital mood board of memory games Learning about resistor values and how to read them. Soldering.
2	Wooden Pine Trinket Box	Creating an isometric drawing of a trinket box. Practical lessons completing the project.
3	Memphis Clock Project	Completing a product analysis of an existing Memphis product. Design specifications. Designing the clock. Making & decorating the clock.
4	Designing Our Tomorrow Designing for the Elderly Project	Task analysis using simulation gloves and glasses to role-play what it might be like to be elderly. Ideation and designing. Prototyping using card. Improving the prototype. Creating a model using MDF. Final prototype.

Order from most masculine to most feminine	Project title	Project process
5	Sensors & Programming Project	<p>Soldering a sensor.</p> <p>Learning how sensors work in the world around us.</p> <p>Programming the sensor.</p> <p>Creating the prototype.</p> <p>Creating a poster explaining and evaluating the final prototype.</p>
6	Biomimicry Plywood Photo Holder	<p>Collecting images of plants.</p> <p>Sketching the plants.</p> <p>Finding abstract shapes in the plants.</p> <p>Creating plywood formers in the shape of abstract lines.</p> <p>Constructing the frames.</p>
7	Designing Our Tomorrow 'Asthma Challenge'	<p>Learning about the problem of infant asthma.</p> <p>Role-playing and learning about the wants and needs of various stakeholders.</p> <p>Developing design ideas.</p> <p>Creating the designs.</p> <p>Evaluating the designs based on stakeholder wants and needs.</p>
8 (most feminine)	E-Textiles LED(light emitting diodes) Pencil Case	<p>Creating a mood board of different pencil case designs.</p> <p>Learning about circuits.</p> <p>Creating design ideas and competing WWW/ EBI for each.</p> <p>Creating final design.</p>

Key Takeaway(s)

- Masculinity/Femininity binary the issue is more complex and dependent on context.
- Opinions change depending on circumstances.



Thank you for
listening.

Questions?