

Canadian-Austrian Knowledge Transfer: Developing *Inter.Narratives* as a Didactic Feminist Approach

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PhD Project

“Let’s Talk About Gender: Intergenerational Knowledge Transfer in Education”

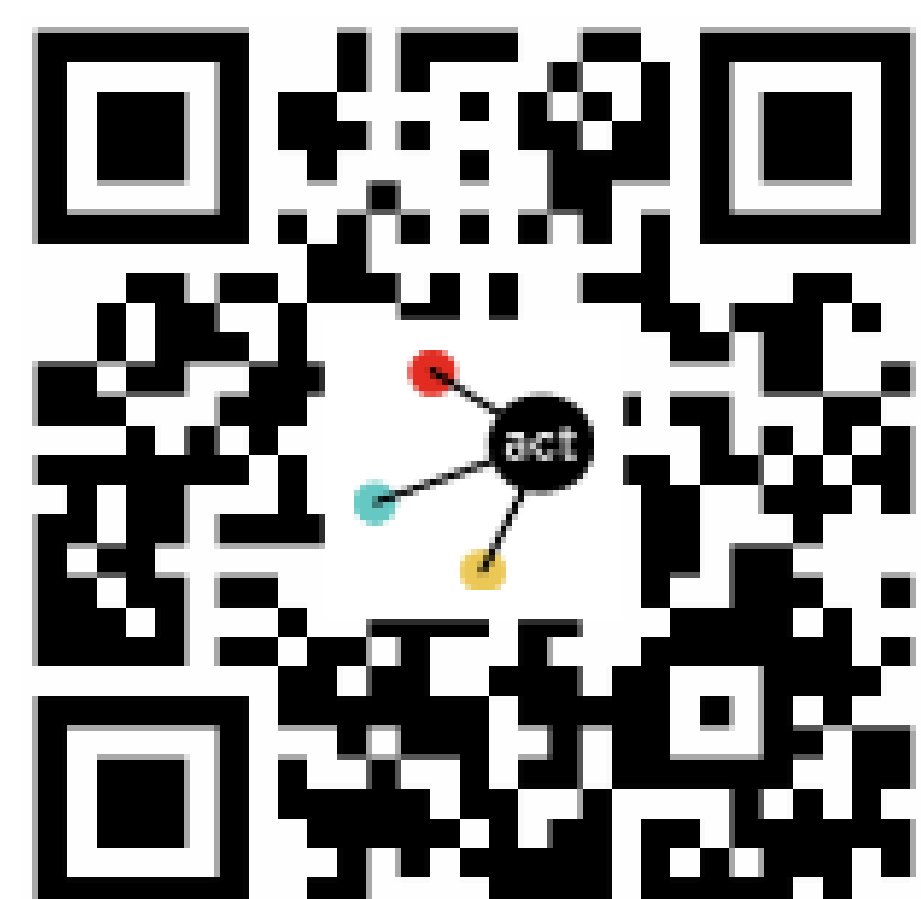
Host Institution: ACT (Aging+Communication+Technology) Lab at Concordia University, Montreal, Canada
Prof. Kim Sawchuck

Research Stay: October 2022

Presentation:

Gender, Generations, and Education: Intergenerational Digital Storytelling as Participatory Knowledge Transfer (Oct 25 at ACT Lab)

Find out more through the QR code below



Thesis Statement

It is the aim of this research project to investigate how educational system function as institutions of power which re-produce normativity with regard to social norms, in particular normative gender norms, and how storytelling and new narratives can change that.

Methodology

To investigate this problem, the project used the method of the “**Intergenerational Feminist Mic**” (Chazan and Machnab 2018), which is an intergenerational digital storytelling technique, with teachers from different generations and life stages in Austria to collect their stories and experiences within the educational system.

As the project is interdisciplinary, the data in the form of digital stories from the empirical research will be analyzed through an intersectional feminist lens and by relying on close-reading techniques from literary studies.

Canadian-Austrian Knowledge Transfer

The research method used in the project was developed through the Canadian project ACT (Aging+Communication + Technology). Based on their research premises, this project aimed at further developing the method and to use it in an Austrian context. The intercultural considerations of applying a distinct Canadian method into the European context enhanced the research project and methodological advancements following feminist research premises (e.g. Haraway 1988, Harding 1988, Hill Collins 1990, Bhavnani 1993, Takagi 2015) were developed.

Inter.Narratives / Digital Stories

Find the digital stories here:



Work Cited

- Bhavnani, Kum-Kum. “Tracing the Contours: Feminist Research and Feminist Objectivity.” *Women’s Studies International Forum*, no. 16, 1993, pp. 95–104. doi:10.4324/9780203482148-9.
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- Collins, Patricia Hill. *Intersectionality as Critical Social Theory*. Duke University Press, 2019.
- Haraway, Donna. “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.” *Feminist Studies*, no. 14, 1988, pp. 575–99.
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- Takagi, Dana. “First Precepts for Democracy and Research Practices in Ethnic Studies: Iteration, Collaboration, and Reflection.” *Cultural Studies ↔ Critical Methodologies*, 2015, pp. 1–12. doi:10.1177/1532708614563786.