



Charting Paths for Masculinities' Studies in Education: The road less taken?

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Bringing masculinities into focus...

Our ability to begin seeing masculinity and "the presumed natural effortless of being a man and to see masculinity as a gendered performance threatens the integrity of masculinity itself." (Haywood, 2020)



Profeminists and Alliance Politics



“ Our challenge is to acknowledge and embrace feminism while dismantling patriarchy without the guilt that paralyzes some men ”



It's about how you start the conversation

Critical masculinities studies must continue to complicate simple narratives of "poor boys", "crises in masculinity" and toxic/healthy binaries.

We need to ask questions about intersecting and overlapping inequalities, the conditions for allyship and the richness and diversity of the gendering process.



Masculinities in Education

**5/10
boys**

Had no problem beating
their girlfriends

**2/5
girls**

Saw domestic violence as
a sign of love and
masculinity



**Survey shows LGBTQ youth still feel unsafe in
Canadian schools**

THE CONVERSATION

Academic rigour, journalistic flair

Arts + Culture Business + Economy Cities Education Environment Health Politics + Society Science + Tech

**Why misogyny needs to be tackled in
education from primary school**

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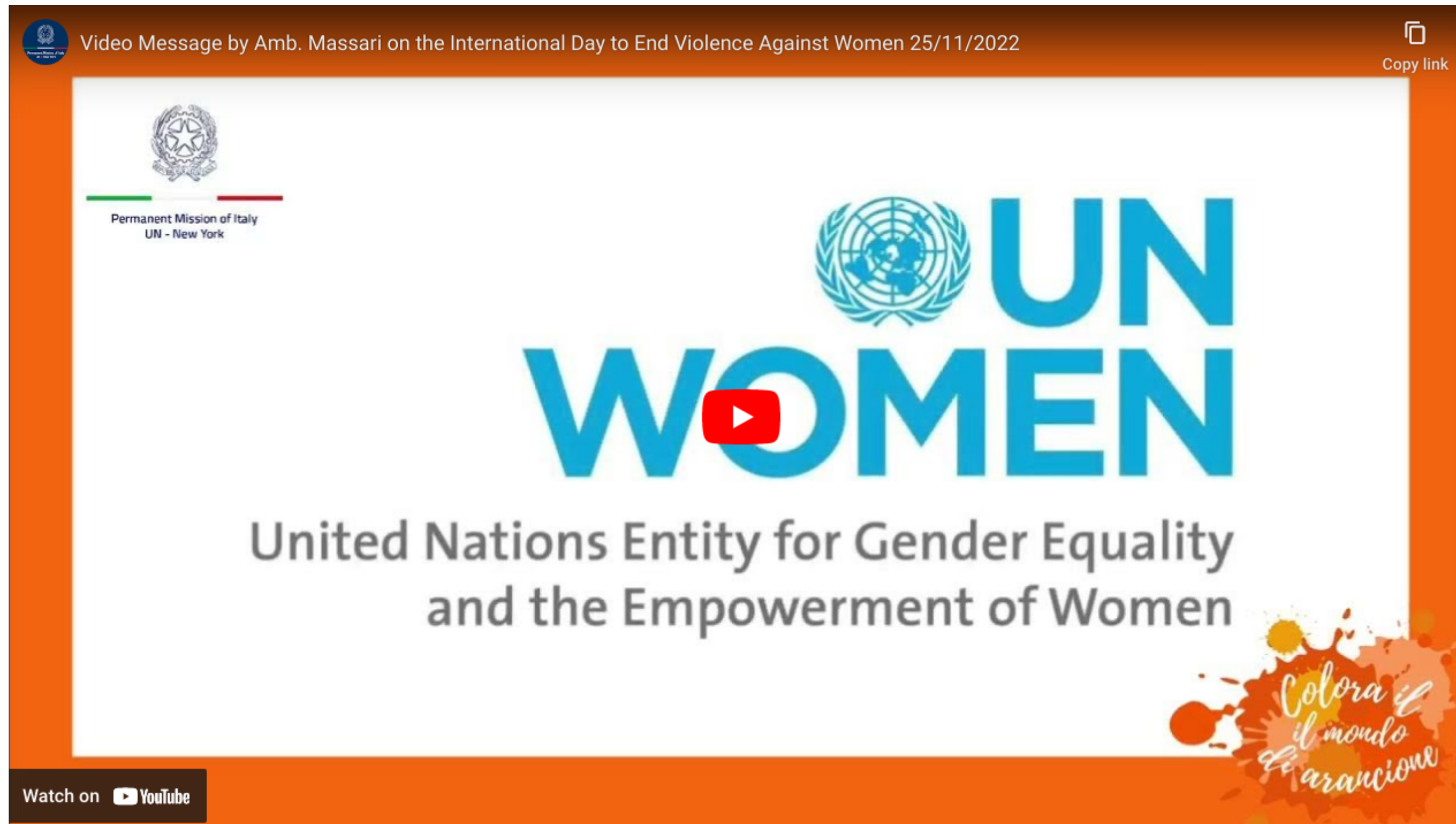
**Boys will be boys? How schools can be
guilty of gender bias**

Too many teachers think boys can't do as well as girls, says the
teacher on a mission to change attitudes

**Boys in crisis: Schools are failing
young males. Here's what needs to
change in classrooms**

Imagine being bombarded with a chorus of, "Pay attention. Stop fidgeting. Don't touch that!" Yet, that's what many boys experience in school each day.

Masculinities in Education



“[We need] promotion of new role models of masculinity, breaking a traditional culture of unconscious bias and implicit stereotypes.”
(Carazzone, 2021)

Masculinities in Education

“

Equity work involves all students and second, it involves a recognition that boys/men are part of the solution to engage in disrupting normative masculinity.

(Keddie 2019)

”



Athlete Activism

An NGO project involving nude photoshoots with sportsmen designed to:

- (Re)present men in open and vulnerable ways
- Raise funds and awareness for NGO project promoting allyship in and through men's sport
- Educate the participants on social (in)justice and allyship



"I think what we're trying is to kind of show to an audience what is can be and- and but there is an alternative way to- to being you know the top lads just you know the only form of affection we give each other is when we punch each other in the face at four AM after a night out."

"Like now I would say no, I wasn't an ally because now I- I know that I can do way more to be an ally, but back then maybe a little bit because you know I- I hung out in these groups where there was a lot of LGBT people in it, especially in a country where it was a taboo thing, you know. But now I realise that if you want to consider yourself an ally maybe you need to do a little bit more."

COVID Masculinities



“For most of the time I was just kind of like sad. I was just lying there, there was human interaction but it wasn't really like social interaction. There was no connection there, I'm talking to a screen, they're talking back.”

How did boys and their parents experience education during the COVID pandemic?

- Negative impacts on mental health, education, and familial and social relationships.
- However, being away from the surveillant gaze of their peers also created space to try "unmasculine" activities.
- The boys also spoke in highly affective and emotional terms about the "loss" of accountability, friendships and their wellbeing.

"I feel like I became way more in touch with myself and my emotions, because up until that point in my life I had never been through anything, any big change"



Transformative Pedagogies

What prevents teachers from employing transformative pedagogical practices, especially those designed to disrupt unquestioned gender narratives?



Using participatory ethnography and semi-structured interviews we explore, through a 7-week course engaging pre-service teachers:

- What are pre-service teachers taught about gender transformative practices;
- How do they respond to a programme designed to do just that;
- What is their understanding of masculinity and boys in education;
- What obstacles do they face putting these transformative pedagogical practices into action as teachers.



Concluding Remarks

- The ways we think about masculinity, about being a man, a boy are the very limitations we impose on future research.
- Disruptions occur in our research when we re-think the questions we ask about masculinity.
- Engaging boys and men as activists and allies for gender justice in education show promise.



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