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The Necessary integration of the critical perspective in constructing educational commons: Feminist methodological processes from research to praxis

**Lucía del Moral-Espín – University of Cadiz, lucia.delmoral@uca.es
Bea Gallego Noche - University of Cadiz,
Cristina Serván Melero - University of Cadiz,**

Abstract

In this paper, we describe the methodological process for constructing and researching educational commons in a non-formal education context from a feminist perspective. Between March 2022 and March 2023 we developed two simultaneous case studies in two Andalusian cities. The cases concerned after school artistic workshop in partnership with third-sector organization that carry out school support and leisure activities with young people from disadvantaged contexts. The proposal uses a series of unconventional critical pedagogical methodologies through the creation of “smooth” spaces for research, design, artistic doing and reflection. In doing so the process of caring, sharing and cooperating plays a central role. This proposal challenges the limits of research design, hacking the traditional roles of researchers and educators, not only concerning the students with whom they develop educational goods, but also to the knowledge and procedures that adults question at each stage of the process.

We propose the articulation between feminist methodologies and the Design-based research (DBR) methodology that challenges the limits between research and practice, proposing its relevance in the reformulation of the teaching-educational practice and the understanding of the educational commons.