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Bodies, Sexualities, and Norms at School: reflecting on the effects of the pandemic in workshops with children

In this study, we analyze some of the results of workshops conducted with children in two public schools in Rio de Janeiro, Brazil, during their return to in-person learning after the Covid-19 pandemic. The meetings aimed to work on the relationships between the children and their bond with the school after two years of remote teaching. The reentry of the body into the school space, encounters with otherness, and conflicts were present throughout the fieldwork. Discussions on sexualities, gender, race, and the meanings of school were brought up by the participants, and demanded research methods and strategies designed in dialogue with childhood in the present time.

Keywords: Childhood, Participative Methodologies; School; Pandemic

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Doppelganger as Method

In my presentation, I explore the influence of child as method on my work exploring datafication in early childhood education. I begin by interrogating the concept of the data doppelganger- the version of the child created by the vast amounts of data collected by the school. As I develop this concept further, the doppelganger becomes a position from which I read the existing political situation within schools. It becomes more than a data-doppelganger and progresses to become a representation of the divided subject resulting from conflicting educational discourses. Doppelganger thus becomes a tool for thinking, an interpretive frame, a method- doppelganger as method. Like child as method however, it is also an "investigative activity". The performative aspect of this project is realised in the form of a participatory action research project in which norms are interrogated and alternative constructions of childhood explored.

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