This presentation explores the use of a material feminist methodology in redesigning the curriculum in higher education. Focusing on two undergraduate modules in a UK university, the paper draws on Karen Barad’s (2007) concepts of intra-activity, entanglement, apparatus and phenomena, Jane Bennett’s (2010) notion of ‘thing-power’, and Daniel Miller’s (2010) ideas about the materiality of culture to discuss how the dynamics of knowledge-making may be transformed through a material feminist methodology. The presentation addresses these particular questions: • What new theoretical tools do material feminisms provide for rethinking curriculum design and practice? • What methodological issues do material feminist approaches raise for rethinking the higher education curriculum? • How can a material feminist pedagogy be used to give students greater voice and promote student engagement? The paper argues that a material feminist intra-active pedagogy (Lenz-Taguchi, 2010) encourages us to pay greater attention to the agency of objects, bodies and spaces in curriculum enactments (Taylor, 2013). It shows how material feminism raises some acute methodological considerations which question the assumed boundaries between ontology and epistemology, and which recast ethics as a mode of knowing-in-being. The presentation ends with some thoughts on what a posthuman material feminist methodology offers educational research in higher education.