Abstract
The effect of gender-integrated media literacy and media literacy training was analyzed in terms of pre-service teachers’ noticing and analyzing gendered messages in the media, as well as developing attitudes and consciousness towards gender inequality in the media were analyzed in this research study. Training sessions designed based on critical pedagogy and progressivism were implemented over five sessions. The experimental design was used to examine whether the training sessions resulted in a change in the traits that were aimed to measure in pre-service teachers resulted from the trainings. Participants of the study included were 61 pre-service teachers who were enrolled in a state university in Ankara. Although 22 pre-service teachers (Experimental 1) participated in the gender-integrated media literacy training and 15 pre-service teachers (Experimental 2) participated in the media literacy training, 24 pre-service teachers (Control) did not participate in these training sessions. The research data were collected through the Gender Equality-Aware Media Literacy Scale and pretest-postest scores were analyzed. Furthermore, in addition, the opinions of pre-service teachers who participated in the training sessions were examined using content analysis after the training sessions. Study results showed that gender-integrated media literacy training was found to be a highly effective method of noticing and analyzing gendered elements in the media.

Keywords: Gender, media literacy, critical pedagogy, curriculum development, pre-service teachers
**Introduction**

Media literacy and gender equality are based on questioning and criticizing stereotypes and bias, raising awareness of a more egalitarian and democratic structure, and striving for this all underlie media literacy and gender equality (Binark and Gencel Bek, 2010, p. 157). In this regard, individuals can learn to gain the skills of criticizing the stereotypes, dominant values, and ideologies produced by the media, as well as critically examining and evaluating media content through media literacy education (Kellner and Share, 2007, p. 4). As Freire (2018) also stated, “To raise the critical consciousness paves the way for expressing social discontents...” Thus, keeping individuals informed about media and information literacy will allow them not only to criticize existing stereotypes but also to challenge existing stereotypes (Grizzle, 2014, p. 81). In this regard, training teachers in media literacy (UNESCO, 2011) critically by producing pedagogies that provide an opportunity to understand media culture (Kellner and Share, 2007, p. 4) are of the important steps in the development of gender equality as a fundamental means of change.

A media literacy course was included as an elective course in the general knowledge or field knowledge courses of most teaching programs with the updating of teacher training curricula in Turkey in 2018 (CoHE, 2018a). However, information on about the rate of selection of this course by pre-service teachers, to the what extent the course enhances media literacy skills, and how the effectiveness of the course it can be in increasing gaining gender awareness are is scarce quite limited. Previous studies (İnceoğlu and Akçalı, 2018; Lewin-Jones and Mitra, 2009; Sevim, 2013; Sharda, 2014; Ward and Grower, 2020) have shown that media messages regarding gender should be considered taken into consideration and questioned. Nevertheless, an initiative towards media literacy education that can improve the skills of analyzing, questioning, and criticizing gender-related messages has not been able to be generalized in teacher training in Turkey.

On the other hand, UNESCO (2015, p. 3) asserted that there are two main reasons for promoting gender equality in teacher training institutions. The first of these reasons is that gender equality is a priority on the international development agenda, and the second is that teachers play a key role in the development of value, knowledge, human potential, and skills. Considering teacher training curricula in Turkey (CoHE, 2018a), creating a transformative effect on gender equality can be regarded as a difficult goal...
Gender norms include attitudes about what is appropriate or inappropriate for women and men (in terms of language, behavior, practice, profession, education, etc.). Gender discrimination may be unconscious and unintentional because gender connotations that are associated with male or female are perceived and filtered through cultural beliefs and norms (Fine, 2017, p. 91). These norms can be reproduced in the family, school, teaching practices, and textbooks. This demonstrates that gender roles are formed through social construction.

There is a substantial body of literature supporting the notion that culture, and therefore social learning, plays a significant component in the construction of gender roles (Fine, 2017; Lindsey, 2016; Oakley, 1985). As a result, gender roles are formed through social construction.

In the report of the National Leadership Conference on Media Literacy, the concept of media literacy is defined as the ability to access media messages in various forms and to analyze, evaluate, and convey these messages (Aufderheide, 1993, p. 6). According to this definition, media literacy education aims, it is aimed to help young people who are active media consumers both improving their skills of interpreting and judging skills as well as become independent media producers, in addition, besides developing critical understanding and