

## 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 61 pre-service teachers who were enrolled receiving education 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-posttest 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~~ towards a more egalitarian and democratic structure, and striving for this ~~all underlie media literacy and gender equality~~ (Binark and Gencil Bek, 2010, p. 157). ~~In this regard,~~ individuals can ~~learn to be gained the skills of~~ criticizing the stereotypes, dominant values, and ideologies produced by the media, ~~as well as~~ critically examining and evaluating media content, ~~s~~ 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~~ enable them ~~to~~ not only ~~to criticize existing stereotypes~~ but also ~~to challenge existing stereotypes~~ these (Grizzle, 2014, p. 81). In this ~~regard~~ sense, training teachers ~~in~~ media literacy (UNESCO, 2011) ~~and critically;~~ reconstructing education systems ~~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 m~~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 ~~to which~~ 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 s~~ Studies (İnceoğlu and Akçalı, 2018; Lewin-Jones and Mitra, 2009; Sevim, 2013; Sharda, 2014; Ward and Grower, 2020) ~~have show~~ n 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~~ Moreover, 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~~ has priority ~~o~~ in the international development agenda, and the second is that teachers ~~play~~ have a key role in the development of value, knowledge, human potential, and skills. ~~When c~~ Considering teacher training curricula in Turkey (CoHE, 2018a), creating a transformative effect on gender equality can be regarded as a difficult goal

~~to be achieved by~~ future teachers ~~to achieve~~ (Acar-Erdol, Özen, and Toraman, 2019, Kızılaslan and Diktaş, 2011).

## Literature review

### *Gender and media literacy*

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~~ since 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 ~~is a clear demonstrates indication~~ that gender roles are formed through social construction.

There is a ~~substantial body of large~~ literature ~~supporting the notion on the opinion~~ that culture, and therefore social learning, ~~plays~~ is a significant component in the construction of gender roles (Fine, 2017; Lindsey, 2016; Oakley, 1985). As ~~a result accordingly~~, it is possible to ~~arguesay~~ that the media ~~plays also has~~ an important role in forming attitudes and perceptions regarding gender roles through representations and models. Baudrillard (2018) stated that the mentality of the society is shaped according to the models of femininity and hegemonic masculinity in the media ~~because. The reason is that~~ the media can shape ideas, values, beliefs, and attitudes (Potter, 2008). The constant repetition of ~~fictitious~~ indicators ~~that lack reality~~ creates ~~the~~ perception ~~that as if~~ these indicators ~~were~~ real (Baudrillard, 2018, p. 117). Therefore, the ~~media's~~ continuous and repetitive delivery of the messages ~~about related to~~ gender inequality and cultural stereotypes ~~in the media~~ provides a basis for some certain understanding to occur over time (Silverblatt, Smith, Miller, Smith and Brown, 2014, p. 11). ~~. By emphasizing the effects of the media on our perceptions.~~ Masterman (1983), ~~by emphasizing the effects of the media on our perceptions;~~ stated that the media is worth ~~being~~ questioned for this reason. Thus, he asserted that media education should aim ~~to at~~ understanding how ~~the~~ meaning is produced and ~~how the~~ 'reality' is constructed in the media.

~~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) ~~in the report of the National Leadership Conference on Media Literacy.~~ According to this definition, media literacy education ~~aims, it is aimed to help at~~ young people who are active media consumers ~~both~~ improving their ~~skills of~~ interpreting and judging ~~skills as well as and~~ become independent media producers, ~~in addition, to besides~~ developing critical understanding and