gender
media
education

eMERGE

eMERGE Toolkit

Media education toolkit about gender issues in media and pop cultures, adaptable to any learning context od diversity.

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Media education toolkit about gender issues in media and pop cultures, adaptable to any learning context of diversity

CONTENTS

1INTRODUCTION

Media education is a rapidly emerging discipline all over the world as the media take a wider and wider importance in our contemporary society. Media education is the process of teaching people to analyze, evaluate, and create media content in a critical and informed way. It involves developing media literacy, the skills and knowledge necessary to understand and navigate different forms of media, including print, broadcast, digital, and social media. Gender stereotypes are highly present in media and **pop culture**, making media education a necessity approach to deconstruct them.

Many teachers are not experienced in these subjects and express the need to gain knowledge and skills in order to be able to deliver media education lessons at school. The European project **"e-Media Education about Representations and Gender" (eMERGE)** aims at addressing that need by focusing on media literacy training of secondary school teachers considering gender representations and pop culture.

The concepts and the theoretical background of these **Learning Scenarios** are deeper explained and analysed in the **eMERGE e-learning platform**, which contains four modules designed to provide teachers with useful knowledge and skills on how to approach and deconstruct gender stereotypes with their students. It is a considerable source of information to explore before delivering media education lessons applied to the gender representations in the media.

The four modules of the e-learning platform are the following:

1. Media education and pop culture	**2.** Media education and pop culture
3. Media education and pop culture	**4.** Media education and pop culture

In addition, a **series of six activities aiming at identifying the media culture of their students** is available online. The **methodological kit** "Know the media culture of your students" offers to secondary school teachers some tools leading to know more about how their students are using social networks, about the kind of media they are consuming, the way they are informing themselves, communicating, searching and consulting information.

For more information visit the website of the project: https://project-emerge.eu
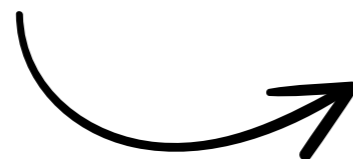
About the Toolkit

This educational Toolkit is a result of the cooperation of the four distinguished European organisations in the field of media literacy, partners of the eMERGE project and teachers from the four countries.

> It contains ready-to-use **Learning Scenarios** addressing the issue of gender representations in media and pop culture, using a collection of learning approaches and innovative tools which have been successfully tested in Belgium, Italy, Greece and Romania and can be further applied in different countries and contexts

The process for the development of the Learning Scenarios included in this Toolkit is as follows: each partner delivered a media education training seminar to teachers considering gender representations in media and pop culture. Teachers in order to complete their training designed and delivered with their students a Learning Scenario focusing on the deconstruction of gender stereotypes in media and pop culture. Project partners made a selection of those Learning Scenarios in order to be shared with other teachers all over Europe who would be keen on delivering them in their schools and/or adapting them in different contexts.

In the following sections, the Learning Scenarios designed by teachers and the partners of the consortium are presented.

At first, following a **short summary** of the LS, there are **some tips** on how to efficiently use the **Learning Scenarios** and afterwards their content is presented **in more detail.** The extensive version of the LS is available online.

The last section of the Toolkit includes the **Glossary** with definitions of terms widely used in the Learning Scenarios.

2 LEARNING SCENARIOS AT A GLANCE

#stereotype #gender#prejudice #discrimination#popular culture #essentialization

1. Looking at Gender from Literary and Historical Texts to Alternative Media Production

Students get familiarised with the concepts of stereotype, prejudice and essentialization **through literary and historical texts.** Through this course, they become aware of gender stereotypes by identifying them in literary/historical/media texts. They finally make their own **alternative media products** (memes, gifs, videos - filmed speech, interview, trailer, multimedia materials - collages, remixes).

#stereotype #gender #prejudice #discrimination #popularculture #representation #social behavior

2. Remixing Magazine Covers to Portray Gender

Students learn about the limits of gender representations in popular culture and their impact on society, how gender roles are constructed or formed, what stereotypes are and how they relate to s**ocial behavior and discrimination.** They will practice critical analysis and commentary on a variety of materials of their choice from the popular culture they interact with every day. In the end, they will have the opportunity to create their own **magazine covers** in an attempt to go beyond stereotypical gender representations.

#tales #irony #subversion #sexism #stereotype #gender #discrimination #systemic oppression

3. Make Candide travelling through Podcasts in QuestionLand

Let's suppose that we are today's **philosophers!** While, in the 18th century the issue was to denounce royal absolutism or religious obscurantism, nowadays our target will be gender inequalities. The idea is to use the same technique as Voltaire and to **produce stories** told from the view point of a character with a falsely naive perspective on our world's media representations so as to question them. The final goal will be to produce a **podcast**, which will place the stories in oral tradition and help students discover sound expression techniques.

#Sexism #gender stereotypes #advertisement #poster #campaign

4. Sexist, the ads? Campaigning with posters against sexism

Because it must attract attention and convey a message in a few words, **advertising** uses and sometimes abuses denigrating stereotypes. Look around you! Through this course, which allows students to grasp the mechanisms of advertising, they become aware of gender stereotypes by identifying them in advertising. They then use this to design a **poster campaign** against sexism.

#Stereotypes #prejudice #discrimination#cultural conditioning gender #gender and media #popular culture #media education

5. Advertising and gender stereotypes across time analyzed through video and Padlet

The **advertisements** represent an interesting testimony of the customs and habits of the different eras. Let's identify ourselves with advertisers to identify the characteristics of advertisements from various eras and let our students create **Padlet and video productions** free from gender stereotypes.

#Relationship, #identity #gender representations #roles and stereotypes in online games #cultural conditioning #gender and media

6. Videogames and virtual worlds: Create your Avatar against Gender stereotypes

It takes the challenge of gender representations into **virtual worlds.** Students reflect on the management of identity between real and virtual, then experience the creation of avatars for fairer and more respectful representation and assessment (self, peer). Students will reflect on the **use of avatars** as an expression of the self. They will also focus on the social motivations of videogaming (competitiveness, need for sociality, positive/negative body image of the self, etc..)

#Representations of gender #Gender and media #Cartoons #Movie posters

7. Gender stereotypes and advertising: would you buy?

Students explore the concepts of gender representations in **television commercials.** They particularly explore gender representations in advertisements for **the same product**, discuss and critically analyze them. They create their own **advertisements** that do not include gender stereotypes. They evaluate their work and receive feedback from classmates and teachers.

#Advertisements #Representations of gender #Gender stereotypes #Gender and media

8. Gender representations in cartoons: agree to disagree

Students explore the concepts of gender and gender representations in **cartoons**. They critically discuss and analyze the content they see. They create their own **posters for cartoon films** without including gender stereotypes. They evaluate their work and receive feedback from classmates and teachers.

#identity #gender media & stereotype #social media #influencers #popular culture

9. Influencers: Identity, social media and gender stereotypes

The critical analysis focuses on exploring the concept of **identity between real and virtual** in different contexts, from the personal sphere of young people to the representations of the influencers, and to identify potential gender stereotypes representations. The creative production and the peer evaluation of **memes** aim to dismantle those gender issues through irony and to promote self-reflection on the topic.

3 GENERAL TIPS

Before delivering the Learning Scenario with your students it is highly recommended that you explore the content of the eMERGE e-learning platform.

To know the 'Media Culture of your students' visit the methodological kit.

If your students are not familiar with working in groups and with self and peer-assessment, it is recommended that you spend some time discussing that approaches with them.

Prepare the activities as thoroughly as possible with good support materials as this will ensure a better success in students' learning.

Choose a Learning Scenario considering the syllabus and the curriculum you are following at school. Try to reinforce interdisciplinary learning.

If you are not confident with your digital creative skills, you could collaborate with a more experienced peer or trust your students!

Try to avoid delivering your Learning Scenario in busy periods, such as exams, and the very beginning and very ending of the school year.

To learn more on the implementation of the Learning Scenarios, have a look at the **Online guide.**

Start from the experience of the students in the choice of themes for greater adherence to their cognitive questions.

Stimulate and support a positive relational climate and use playful teaching for greater sharing and dissemination of activities within the classroom and, if possible, outside.

4 LEARNING SCENARIOS SHORT VIEW

1.
Looking at Gender from Literary and Historical Texts to Alternative Media Production

Learning objectives

- Understanding the concepts of stereotype, prejudice, gender representation, 'high' culture, popular culture

- Identifying problematic representations of gender in different media, texts, ages

- Critically analyzing the identified problematic gender representations using the 6-dimensions model

- Creating media products that offer alternative gender representations to the identified stereotypes

- Reflecting on the media products they created and their own media consumption

Summary of the Learning Scenario

Students start with a game of gender identification based on descriptions of people, in order to become aware of certain stereotypes that they may apply in their daily lives. Then, the key concepts of stereotype, prejudice and essentialization are introduced.
The analysis is followed by identifying examples of problematic gender representations in literary/ historical/media texts, with a focus on the specifics of pop culture media products. Students then create their own media products, presenting them to each other and evaluating each other's creations.

Learning Scenario Structure

Introduction
Drawing attention, defining the problem through examples of personal experiences where students were vexed/surprised/offended by certain gender representations in the media

Activities

1. Introduction of key concepts;

2. Identifying examples of problematic representations of gender in literary, historical and functional texts;

3. Critical analysis of examples through the lens of key concepts and production context;

4. Creation of media products that offer alternative discourses on gender: setting up frameworks and teams, presenting digital production methods and examples of media creations;

5. Reflection and evaluation of media products.

Conclusion
Self-reflection and distancing from stereotypical discourses about gender, understanding how these discourses influence their perception of the world and of themselves.

Authors/Contributors
Teachers: Mihai Els, Adriana Mihai, Diana Gombos, Adelina Els
Feedback and editing: Nicoleta Fotiade

Subject
Language and literature, history and other social sciences and humanities subjects the syllabus of which allows the integration of the activities described below.

Context / Educational level
Upper secondary school - 9th to 11th grades

Duration
7 hours

To know more about how to critically analyze gender representation? Have a look at Module 3, Unit 3.1, 3.1.2 Theory – How to critically analyze gender representation

2.
Remixing Magazine Covers to Portray Gender

Learning objectives

- Identifying gender stereotypes in different media materials (press, social media, advertising, videos)
- Analyzing the media material using textual analysis
- Analyzing the consequences of using gender stereotypes by widening the context (cultural, economic, social)
- Creating media materials to raise awareness about gender stereotypes using techniques such as remixing, critical reflection, creation of memes and magazine covers

Summary of the Learning Scenario

Students will learn about the limits of gender representations in popular culture and their impact on society, how gender roles are constructed or formed, what stereotypes are and how they relate to social behavior and discrimination. They will practice critical analysis and commentary on a variety of materials of their choice from the popular culture they interact with every day. In the end, they will have the opportunity to create their own media materials in an attempt to go beyond stereotypical gender representations.

Learning Scenario Structure

Introduction
Getting attention with ice-breakers, identifying gender issues in the media based on students' previous media experiences.

Activities

1. Define and discuss the key concepts covered in each unit

2. Analyze gender representations/stereotypes in various media products of popular culture

3. Creation of media products (magazine covers) in an attempt to go beyond stereotypical gender representations

Conclusion
Peer review and self-assessment of products designed by students through reflection on the addressed issues

Authors/Contributors
Nicoleta Stoica, Liliana Cristache, Călin Diaconescu, Mirela Iordache, Manuela Bertescu
Feedback and editing: Nicoleta Fotiade

Subject
Sociology / Social Education / History / Social Sciences and Humanities/ Computer Image Processing/ Competence into Mass Media / Romanian Language and Literature / Foreign Languages

Context / Educational level
Students in the 11th grade Fine Arts / Architecture school; 12th grade students in Social Sciences; students in 7th, 8th, 9th and 10th grades

Duration
8 - 10 hours

To know more about how to critically analyze gender representation? Have a look at Module 3, Unit 3.1, 3.1.2 Theory – How to critically analyze gender representation

3.
Make Candide traveling through Podcasts in QuestionLand

Learning objectives

- Analysing gender representations in the media
- Writing a philosophical tale that questions current media representations
- Recording this fiction through a podcast for a children's audience

Summary of the Learning Scenario

Let's suppose that we are today's philosophers! The idea is to use the same technique as Voltaire and to produce stories told from the view point of a character with a falsely naive perspective on our world's media representations so as to question them. The final goal will be to produce a podcast, which will place the stories in oral tradition and help students discover sound expression techniques. The chosen literary style ensures that the story is accessible to everyone and suitable for younger children. Therefore, at a later stage, the stories will be played for primary school classes, so as to leverage the children's imaginations and lay the groundwork for a reflection on children's existing media representations.

Learning Scenario Structure

Introduction
Adopting a gender perspective: developing a media representation analysis grid that highlights gender-associated issues.

Activities

1. Application of this analysis grid to the popular media used by the students

2. Story creation (writing, corrections, comments, improvement, harmonisation)

3. Learning of voice and sound techniques

4. From pre-production to editing

Conclusion
Testing the reception of the podcasts and presenting the project to a younger audience.

Authors/Contributors
Dorothée Foddis & Media Animation asbl

Subject
During French literature class. In association with and following a course on 18th century literature

Context / Educational level
Upper secondary school - 9th to 11th grades

Duration
From 12 to 20 hours

To know more about how to represent gender in media? Have a look at Module 3, Unit 3.2. Create to Represent Gender in the Media

4.
Sexist, the ads? Campaigning with posters against sexism

Learning objectives

- Understanding the variety of forms and strategies of poster advertising
- Analysing advertisements that mobilise gender stereotypes
- Experiencing the creative process of advertising
- Creating, evaluating and disseminating an anti-sexist advertising campaign

Summary of the Learning Scenario

By analysing the roles and functions that poster advertising can take, the various strategies it uses and the elements that make it up, this learning scenario invites students to understand how advertising comes to use gender stereotypes. They put themselves in the shoes of advertisers in order to question what an advertisement fighting against gender stereotypes could be and finalize by producing anti-sexist campaign. existing media representations.

Learning Scenario Structure

Introduction
Using a collaborative corpus, collective definition of advertising and exploration of its heterogeneity.

Activities

1. Learning about the different types of advertising posters
2. Identification of seduction strategies
3. Observation of the different elements of an advertising message
4. Denunciation of gender stereotypes and gender roles in advertisements
5. Exercise in creating an advertisement with a specific target
6. Production of an advertisement following the creative process learned in the course and overcoming gender stereotypes.

Conclusion
Analysis of the others' creations and evaluation of the antisexist dimension of the advertisements created. Dissemination to other pupils through an exhibition opening.

Authors/Contributors
Mélissa Balon and Média Animation team

Subject
Literature, language class and social science.

Context / Educational level
Upper secondary school - 9th to 11th grades

Duration
From 15 to 21 hours

To know more about how to represent gender in media? Have a look at Module 3, Unit 3.2, Create to Represent Gender in the Media.

5.
Advertising and gender stereotypes across time analyzed through video and padlet

Learning objectives

- Understanding the concepts of stereotype, bias, gender representation, popular culture
- Identifying gender stereotypes in media productions such as commercials in different periods
- Analyzing an audiovisual /media product
- Approaching critically media productions
- Creating media production against the gender stereotypes

Summary of the Learning Scenario

As a starting point, students watch a video on the evolution of gender representation in advertising and share their insights. Then, the 6-dimensions model of critical analysis of media products and the key concepts of potential stereotypes in gender representation in the media are introduced. Students explore examples of commercials of different periods and learn to analyze them following the model. Students work in teams to create their media products from a critical perspective, share their findings to promote correct or better gender representation in the media and evaluate other teams' productions.

Learning Learning Scenario structure

Introduction
Watching themed videos and sharing reflections on gender issues in the media.

Activities

1. Presentation of the key concepts on gender representation and media and brainstorming on pre-knowledge of text analysis;
2. Exploration and analysis of examples looking for possible stereotyped and biased representations, individual reflection, and restitution;
3. Creative and collaborative production; sharing of the team works;
4. (Self/Peer) Evaluation and critical reflection on creative products.

Conclusion
Awareness of the implications of gender representations in the media and activation of critical skills for the deconstruction of any stereotypes and biases.

Authors/Contributors
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Subject
Language and literature, English language, Civic education, History, and other Social sciences and Humanities subjects, Media literacy

Context / Educational level
Secondary school - 7th to 11th grades

Duration
8 hours at school or in a blended setting

To know more about online culture? Have a look at Module 2, Unit 2, 2.2.2 Theory – Online Culture, gender and media.

6.
Video Games and Virtual Worlds: create your Avatar against Gender stereotypes

Learning objectives

- Reflecting on awareness and management of the identity between real and virtual

- Considering and discuss the influence of avatars in video games and virtual worlds with respect to identity and body image

- Identifying problematic representations of gender in different media (movies, videos, games)

- Approaching critically media production

- Creating a media product that communicates one's perception of the self and the desired representation

Summary of the Learning Scenario

In the social life of adolescents, it is now customary to create a virtual profile. The use of avatars is consolidated thanks to the spread of increasingly complex and structured virtual universe where anyone can apparently do and be what they want. The movie Ready Player One (Spielberg, USA, 2018) is the starting point of this exploration of the possibilities offered by experiences in virtual worlds and online games to personal development and to fight against stereotypes

The process of creation of various avatars to identify in allows students to reflect on gender stereotypes and to develop critical thinking on the topic against discrimination.

Learning Learning Scenario structure

Introduction
Vision of the movie Ready Player One.

Activities

1. Exploration and focus on the languages and contents of the movie

2. Exploring students' favorite video games and their knowledge of the avatar

3. Analysis of existing avatars considering their gender representation

4. Creative production of different examples of avatars, restitution, evaluation

Conclusion
Awareness of the implications of gender representations in the media and activation of critical skills for the deconstruction of any stereotypes and biases.

Authors/Contributors
Gianna Cappello, Paola Macaluso, Tiziana Schiavo, Daniela Sortino.

Subject
Language and literature, English language, Civic education, History, and other Social sciences and Humanities subjects, Media literacy

Context / Educational level
Secondary school - 7th to 11th grades

Duration
Duration: 9-10 hours at school or in a blended setting

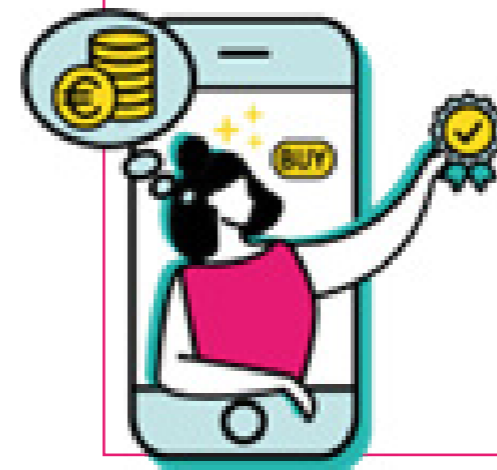To know more about pop culture? Have a look at Module 1, Unit 1.3 What is Pop culture?

7.
Gender stereotypes and advertising: would you buy?

Learning objectives

- Understanding what gender stereotypes are, how they are created and how they are represented

- Identifying problematic representations of gender in different media, texts, ages

- Exploring gender stereotypes in advertisements for the same product

- Understanding that advertisements use gender stereotypes to deliver specific messages to consumers and to sell products to create digital content collaboratively and to present

Summary of the Learning Scenario

Students explore the concepts of gender representations in television commercials. They particularly explore gender representations in advertisements for the same product, discuss and critically analyze them. They create their own advertisements that do not include gender stereotypes. They evaluate their work and receive feedback from classmates and teachers.

Learning Scenario Structure

Introduction
Introduction, presentation, brainstorming on the topic of gender representations on media.
Reference to previous sections that have been explored and to students' media experiences.

Activities

1. Define and discuss the key concepts covered in each unit

2. Analyse and think critically on gender representations/gender stereotypes in various media products of popular culture

3. Creation of media products (advertisements) in an attempt to go beyond stereotypical gender representations

4. Reflection on their own practices and on the new concepts analysed during the Learning Scenario.

Conclusion
Peer review and self-assessment of products designed by students through reflection on the addressed issues and their evaluation.

Authors/Contributors
Xenofon Chalatsis, Ourania Nefeli Kappou, Marianna Bartzakli

Subject
Social Sciences and Humanities, Computers, Language classes

Context / Educational level
5-7 grades

Duration
9 hours

To know more about gender representation in media? Have a look at Module 3, Unit 3.1 Gender representation in the media and pop culture.

8.
Gender representations in cartoons: agree to disagree

Learning objectives

- Understanding what gender stereotypes are, how they are constructed and how they are represented in different media

- Investigating gender stereotypes in cartoons

- Be able to create digital content collaboratively and present it about gender stereotypes

Summary of the Learning Scenario

Students explore the concepts of gender and gender representations in cartoons. They critically discuss and analyze the content they see. They create their own posters for cartoon films without including gender stereotypes / or using the commutation test (attributing the female stereotypes to males and the other way round). They evaluate their work and receive feedback from classmates and teachers.

Learning Learning Scenario structure

Introduction
Introduction, presentation, brainstorming on the topic being explored. Reference to previous sections that have been explored.

Activities

1. Analysis of cartoon videos.

2. Critical thinking on the content and reflection on stereotypical representations of gender.

3. Media production.

Conclusion
Peer review and self-assessment of products designed by students through reflection on the addressed issues and their evaluation and biases.

Authors/Contributors
Xenofon Chalatsis, Ourania Nefeli Kappou

Subject
Social Sciences and Humanities, Computers, Sex education.

Context / Educational level
5-7 grades

Duration
7 school hours

To know more about gender representation in cartoons? Have a look at
Module 1, Unit 1.2,
1.2.4 Disney princesses:
do they really live happily?

9.
Deconstruction of gender stereotypes in social media and influencers through memes

Learning objectives

- Understanding the concepts of real and virtual identity

- Identifying gender stereotypes in a media

- Understanding the positive and negative implications of sharing personal content online through your online identity

- Identifying gender stereotypes in the media

- Creating media products to deconstruct gender stereotypes in the media

Summary of the Learning Scenario

The critical analysis focuses on exploring the concept of identity between real and virtual in different contexts, from the personal sphere of of young people to the representations of the influencers, and to identify potential gender stereotyped representations. The creative production and the peer evaluation of memes aim to dismantle those gender issues through irony and to promote self-reflection on the topic.

Learning Learning Scenario structure

Introduction
Questions to the students about their personal experience.

Viewing videos with testimonies of young people on their social media experiences on the theme of identity. Discussion in the classroom on the theme of the difference between real and virtual identity, shared reflection.

Activities

1. Focus on the concept of stereotype and gender stereotypes in the media; brief introduction to the world of influencers; research and selection of images and videos / reels of influencers

2. Presentation of the 6-dimensions model of critical analysis of media education and educational media analysis of the influencers' images

3. Shared summary of the identified gender stereotypes, reflection on how to deconstruct these stereotypes

4. Creative production of memes to deconstruct stereotypes (individual or group work to be done independently)

5. Restitution, (self or peer) evaluation and feedback from the teacher.

Conclusion
Students write down in a notebook, worksheet, Padlet or Jamboard a small paragraph that answers the questions:
A rubric of (self) assessment of acquired skills can also be used for reflection.

Authors/Contributors
Gianna Cappello, Paola Macaluso, Daniela Sortino, Tiziana Schiavo (ITA)

Subject
Languages, History and other Social sciences and Humanities subjects, Technology, Civic Education, Media Literacy

Context / Educational level
Secondary school - 7th to 12th grades

Duration
6 hours at school or in a blended setting

To know more about the social construction of gender? Have a look at
Module 2, Unit 2.1 The social construction of gender

5 ABOUT THE eMERGE PROJECT

e-Media Education about Representations of Gender (eMERGE) is a European project, co-funded by Erasmus+ Programme of the European Union, which focuses on the development of media literacy skills to deconstruct gender representations and stereotypes in media and pop culture. The partners of the consortium are Média Animation ASBL (Belgium), the University of Palermo (Italy), the Athens Lifelong Learning Institute (Greece) and Mediawise Society (Romania).

The project aims at:

- the development of a methodological approach that allows each teacher to seek and identify media practices and media consumptions of their students especially from diverse backgrounds;

- the development of teachers' media literacy skills on gender representation in pop culture through training on an e-learning open access platform;

- the empowerment of teachers in media education about gender stereotypes, adaptable to media and cultural practices of their students;

- the raising of awareness on gender representations in media and their effects on citizenship; and

- the enhancement of active citizenship within local communities through the elaboration and valorization of students' digital media production.

The results of the project include:

- a **kit of methodological activities** for teachers to explore students' media and cultural practices;

- an **e-learning platform on media education** with concrete focus on gender representations in media and pop culture;

- this **media education toolkit** about gender issues in media and pop culture, adaptable to any learning context of diversity;

- an **online guide** to improve gender equality at school; and

- an **open access website** including all of the products created during the project.

To explore more information on media education, register on the education, register on the eMERGE platform.

6 GLOSSARY FOR THE LEARNING SCENARIOS

6-dimensions diagram or model of analysis	A diagram used to analyse media including media category, producer, audience, technology, languages, representations.
Avatar	An animated image representing a real person in virtual worlds, online games, chat rooms, etc., which the user can customize in appearance, characteristics, skills useful for acting in digital platforms.
Comparative analysis	Data analysis method distinguishing similarities and differences of data.
Credits	A list of people who helped to make a film or a television or radio show, that is shown or announced at the beginning or the end of it.
Denotation	The main meaning of a word, not including the feelings or ideas that people may connect with it
Dice debrief	Evaluation activity using a dice and answering to questions / doing activities considering the lesson completed.
Digital storytelling	The process to tell stories by a peculiar point of view using computer-based tools

|	
Exit note	An activity taking place at the end of a lesson / training in which attendees should write down something for what they experienced through lesson, usually something new they have learnt.
Flash Card	A card with a word or picture on it that is used to help students learn.
GIF	An animated image.
Keyword	(In digital context also known as "SEO keywords", "keyphrases," or "search queries") Words and phrases that users type into search engines to find information on a particular topic
Ice-breaker	An activity or game used at the beginning of a lesson / training to warm up attendees.
Insta Lie	An intentionally false representation of real-life spread via social media.
Male gaze	Representations of women are often defined by how men see women.
Media production	A visual storytelling through video, film, commercial, audio, image etc.
Meme	An idea, a behaviour, a style which spreads from person to person within a culture. It could be depicted as an image or video which is widely shared online especially on social media.

Meme generator	Web-based tool that allows users to quickly and easily create their own visual image meme.
Mind map	A visual representation of information, a graphical way used to represent ideas and concepts and the connection between them.
Online Game	Video game that is either partially or totally played over some form of computer network or requires a connection to the Internet to play
QR code	A type of barcode readable thanks to smartphone camera and that led to online content.
Screenshot	An image of what is shown on a computer screen.
Sitography	List of relevant web sites, online pages or documents
Tag	A link to someone's profile from a photo or comment on a website such as Instagram or Facebook to mark computer information to be processed in a particular way
Virtual World	Computer-simulated environment that is designed and shared by users who can create a personal avatar, and simultaneously and independently explore that world, participate in its activities and communicate.
Word cloud	A visual representation used to depict keywords. The more commonly the term is used or appears in text the larger the word appears in the image generated.

E-Media EDUCATION about REPRESENTATIONS OF GENDER in pop culture

Pedagogical resources for secondary education

Thanks to the involvement of around 50 teachers and just over 2000 students, the European project eMerge - 'e-Media Education about Gender Representations' has developed educational resources that support educators

1. to better understand the relationship of their students with media and popular culture
2. to deconstruct with their students the gender representations and stereotypes rooted in their media practices and the pop culture with which they interact
3. to support their students' skills to create alternative media productions that critically examine problematic gender representations
4. to raise awareness through media production for a better gender equity within the school community
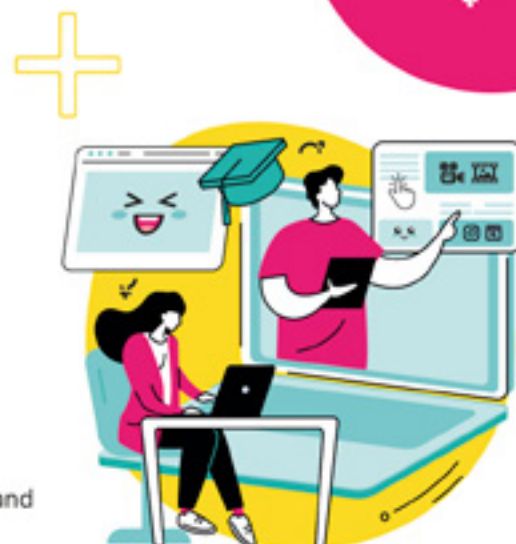
Discover the open access resources on the website project-emerge.eu

To train

Online self-learning modules to develop media literacy skills for educators on gender issues in media and pop culture

To get inspired

A methodological approach that makes it possible to seek and identify the media practices of students, regardless of their background

Reday to use learning scenarios that mobilise students' analytical and media production skills on gender stereotypes in the media

To implement

Strategic recommendations illustrated with good practices about media education for gender equity at school