

Gender, Identity and Education

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Introduction

- ▶ Through the ages, gender has had different stereotypes in different cultures (Ornstein, Levine, Gutek, & Vocke, 2011).
- ▶ By age three, children already are showing signs of understanding roles in society (Ornstein, Levine, Gutek, & Vocke, 2011).
- ▶ In past US culture, research says that the woman has often been seen as having a supporting role to the man. In education, this meant...
 - ▶ that females were often directed to learn how to be wives and homemakers. If they were to have careers outside the home, they were directed to teaching, social work, or nursing roles (Ornstein, Levine, Gutek, & Vocke, 2011).
 - ▶ that females were thought to be lower achievers and not as capable, such as with spatial cognition needed for mathematics (Yates, & McLeod, 2010).



- ▶ In the past, US culture stated that man has been the one to go to work and support the family. In education, this meant...
 - ▶ that males were often less language skills since that was more of a female strength (Yates, & McLeod, 2010).
 - ▶ that males were “smarter” and more apt in mathematics and the sciences (Yates, & McLeod, 2010).
- ▶ Today, there are is a new form of stereotyping of gender that is reinforced through all forms of media (Tozer & Henry, 2010).
 - ▶ Females are seen as “professional perfectionist, the supermoms, ‘the blonde’ as symbolic of the white western beauty, or women as sex symbols and femmes fatales” (Tozer & Henry, 2010, p. 437).
 - ▶ “Men, on the other hand, as Bordo (2003) illustrates, are portrayed as muscular, tough, strong, and sexually desirable” (Tozer & Henry, 2010, p. 437).

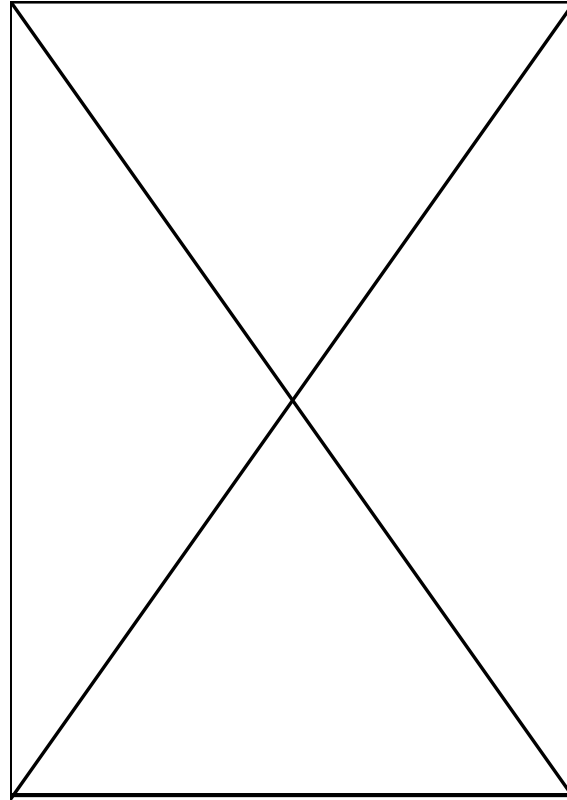
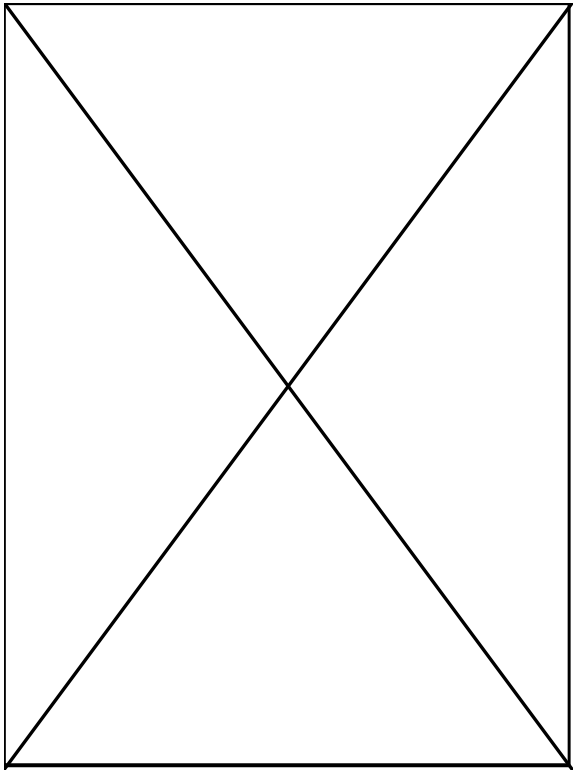


Lesbian, Gay, Bisexual, and Transgender Students (LGBT) (Canestrari & Marlow, 2004)

- ▶ General Information on LGBT students:
 - ▶ They go through varying degrees of denial and acceptance.
 - ▶ Non-family members (peers and non-family adults) perceived to be more supportive.
 - ▶ Felt a social stigmatism especially at school with some even “experiencing harassment, threats, and violence” (p.84)
 - ▶ Lack of Support (leading to suicide).
- ▶ Study
 - ▶ Group of 12 students from N. Carolina (at least 18 yrs old); L, G, or B (no Transgenders participated)
 - ▶ Emerging identity for males in elementary or middle school and females in high school.
 - ▶ Recommended multiple resources to be available for LGBT youth in schools.

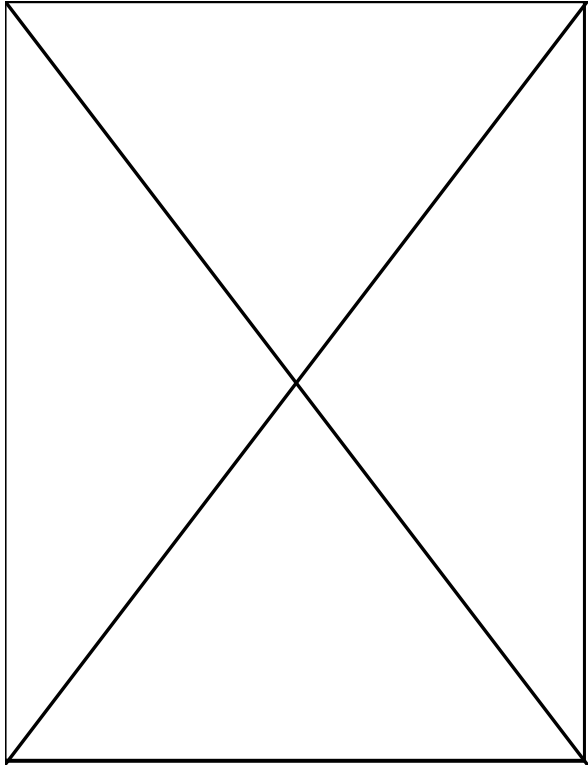


Interview with Steven

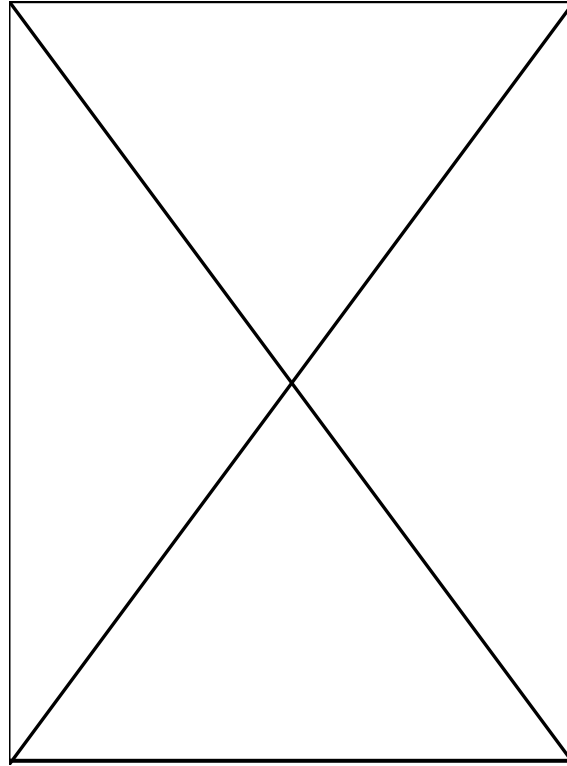


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Tell Me About Yourself

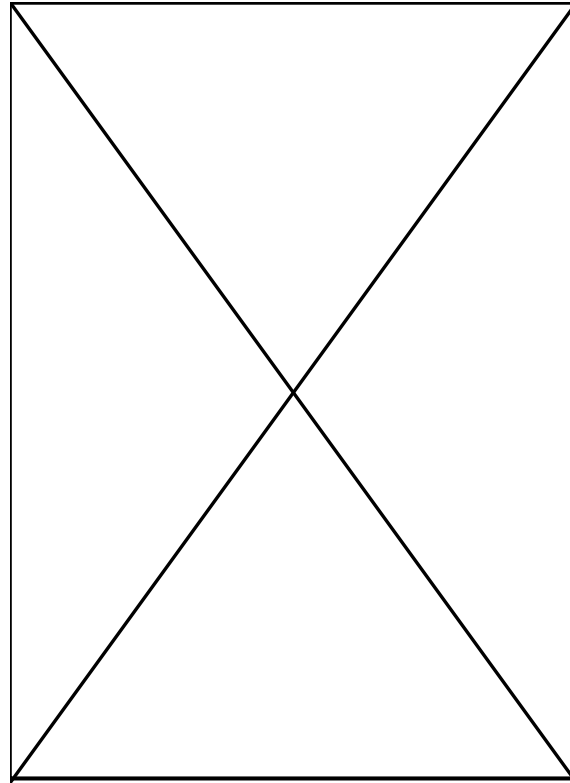
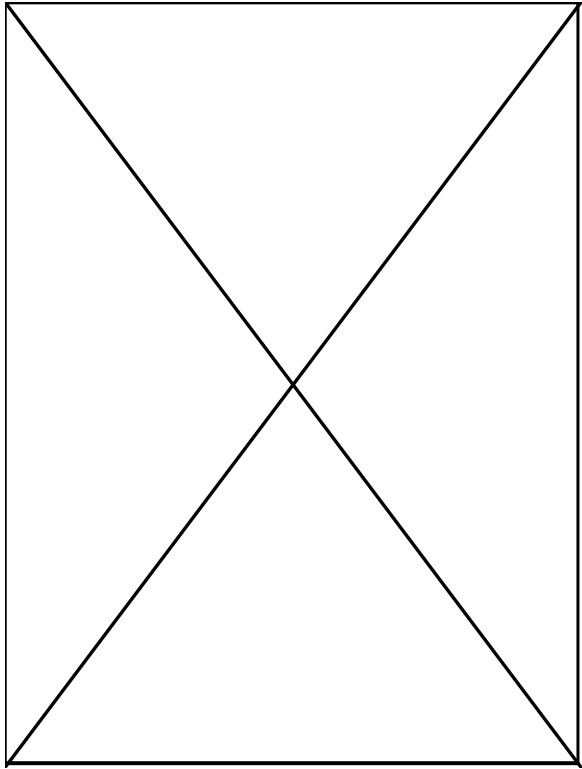


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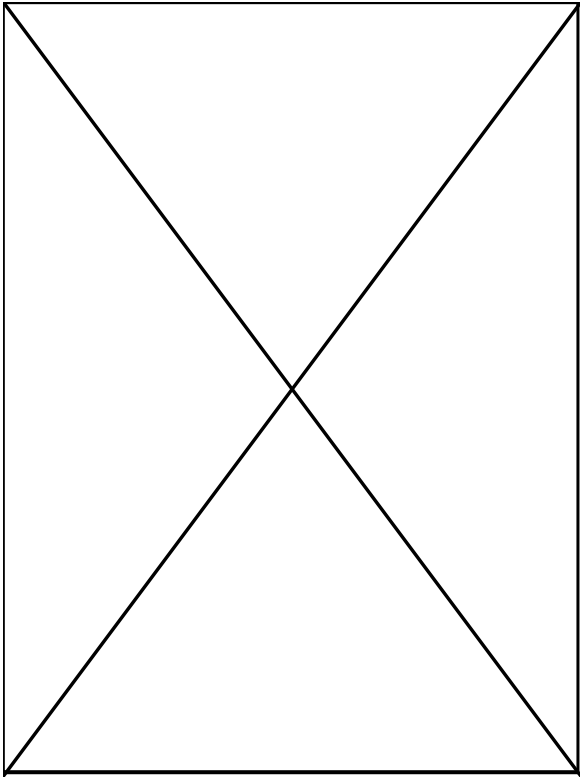
Walking in Your Shoes



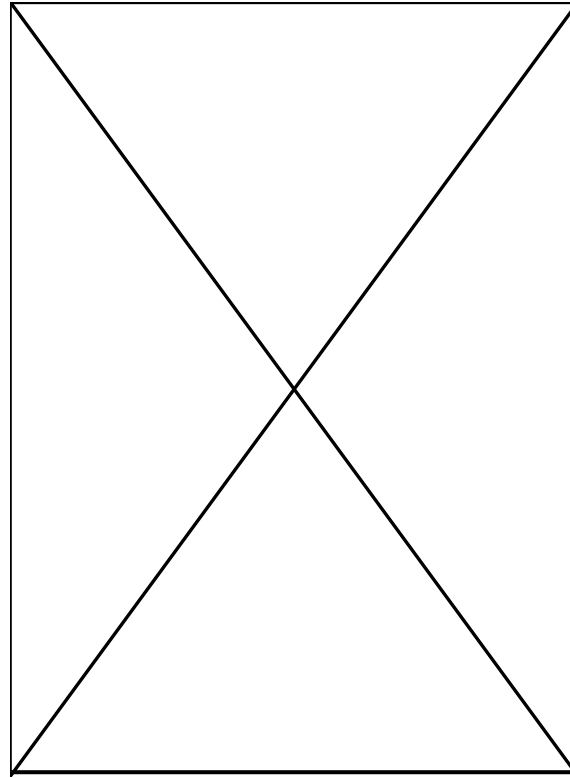
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What Are Your Educational Goals?

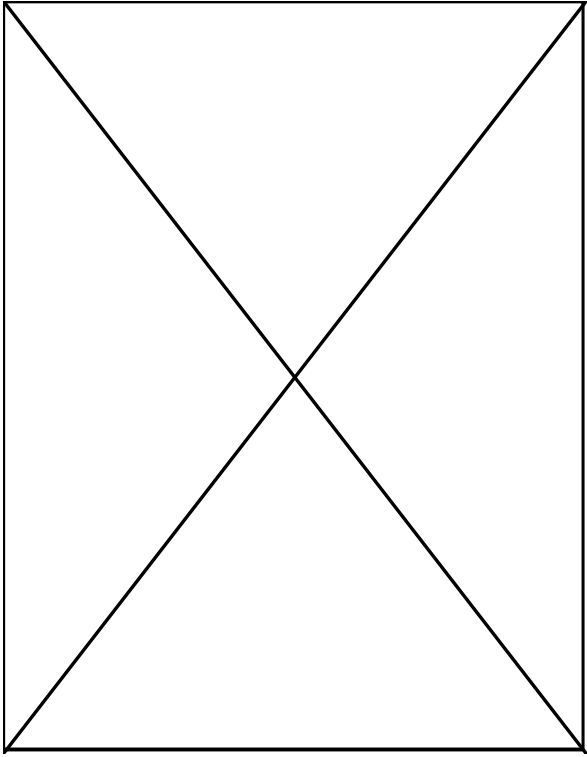


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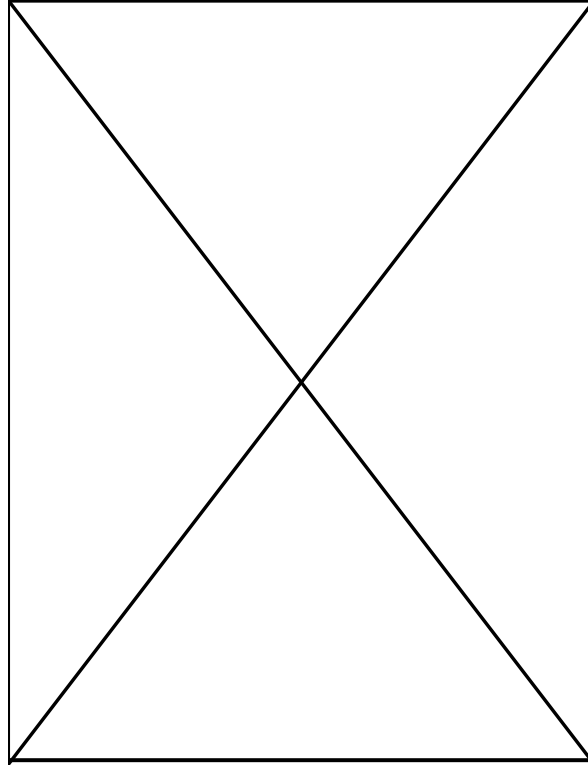


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What Are Some Personal Challenges as a Gay Male Student?

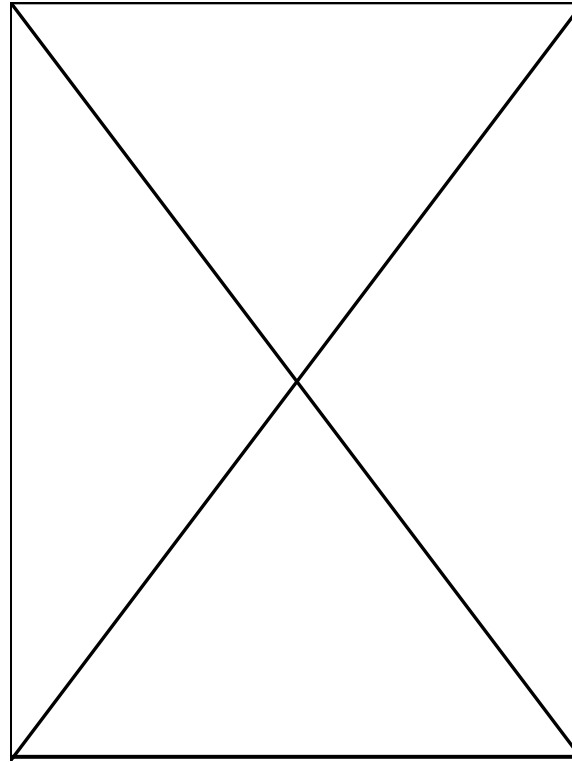
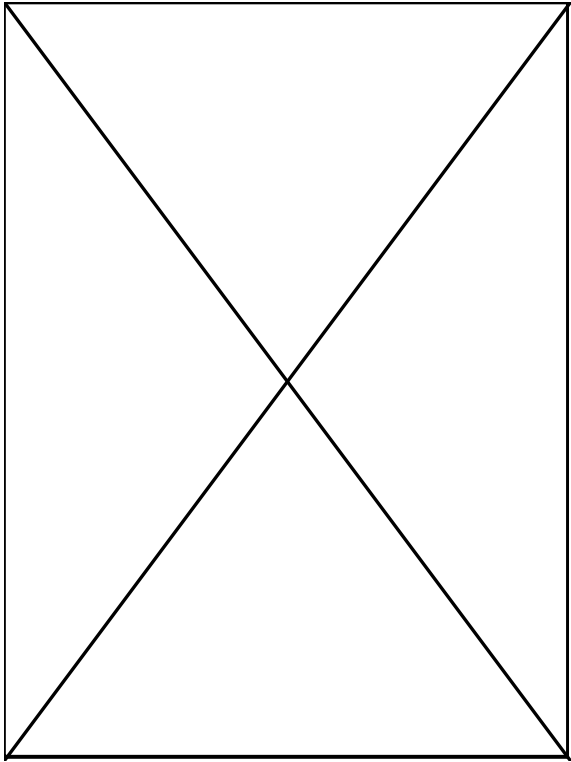


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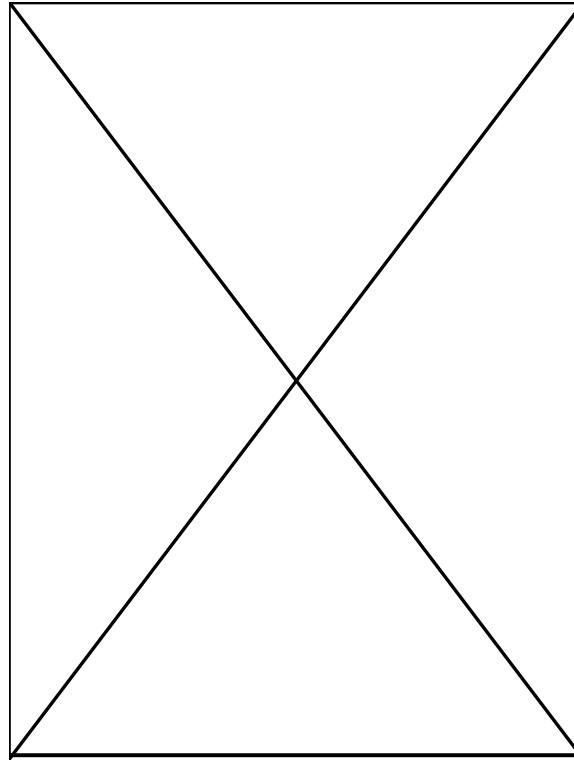
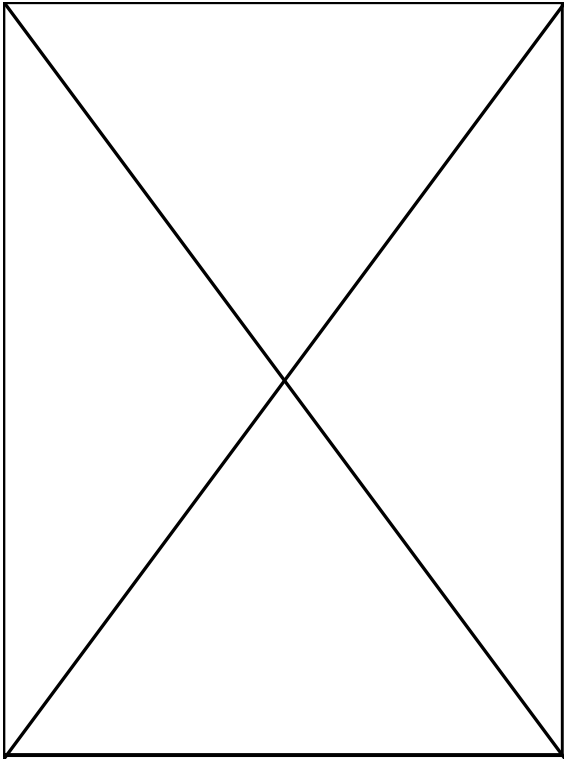
What Are Some Social Misconceptions?



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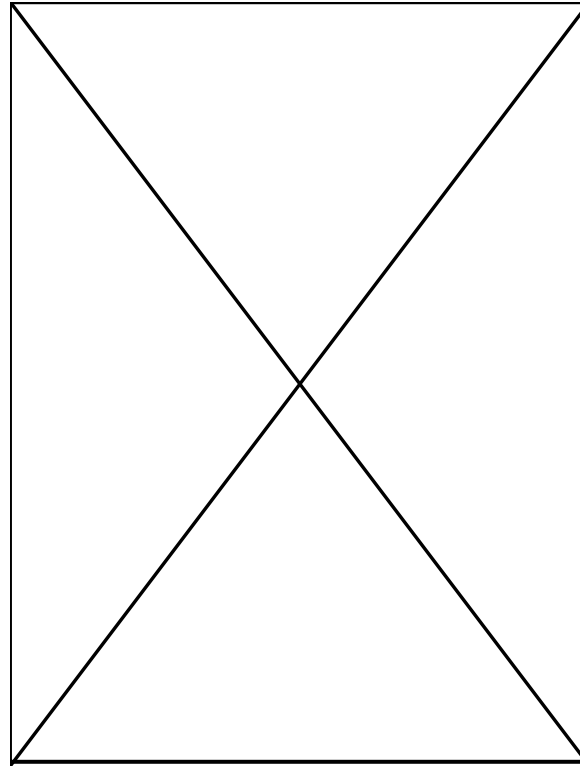
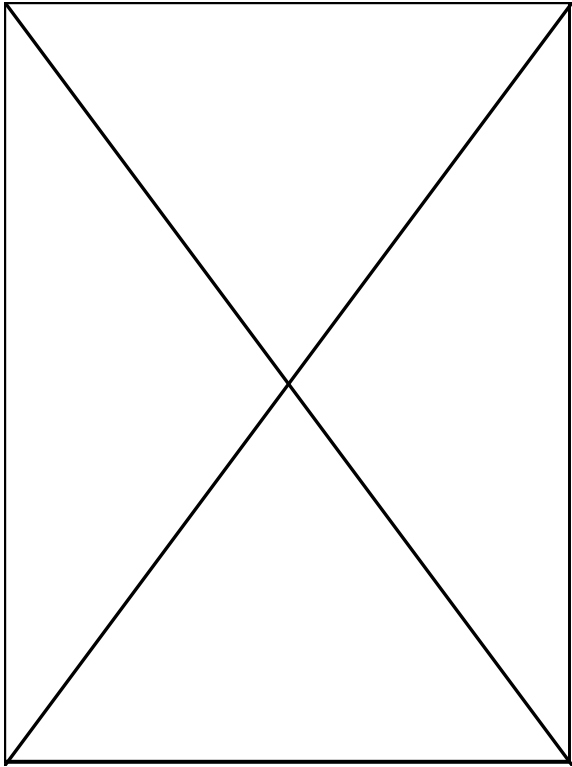
What is Your Idea of a Solution to the Social Misconceptions?



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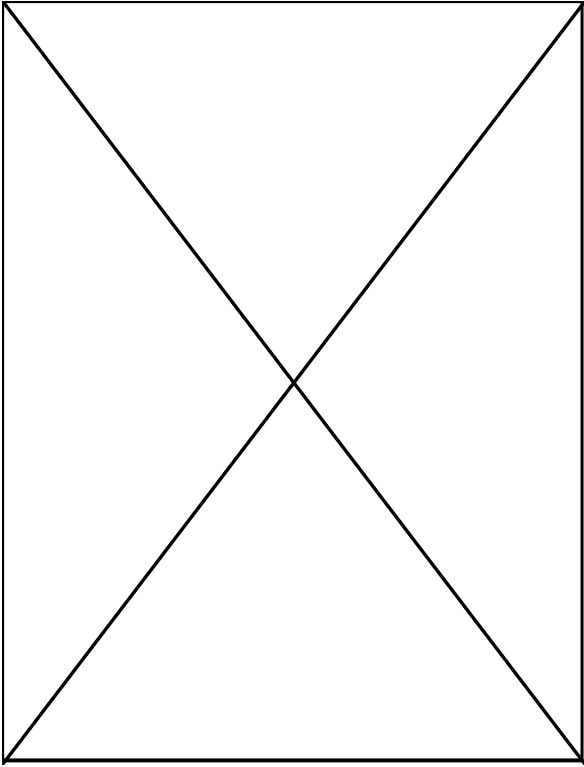
Who Are Your Supporters?



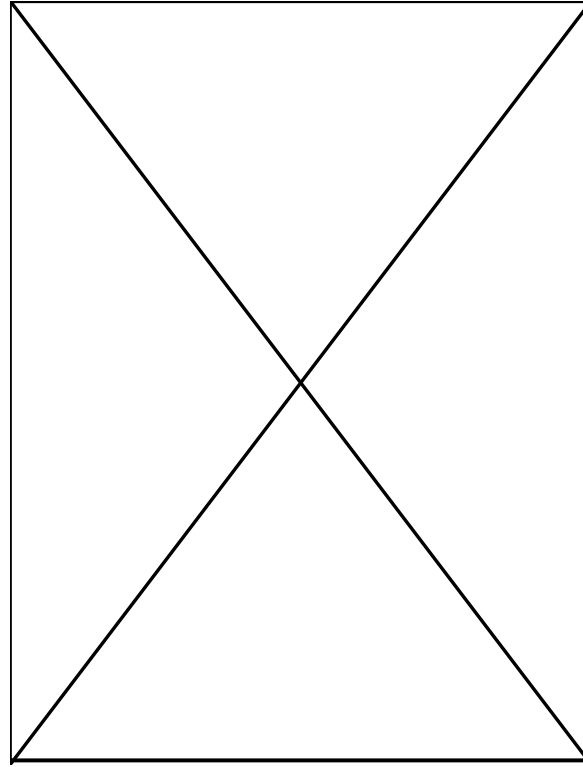
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How Have They Supported You?

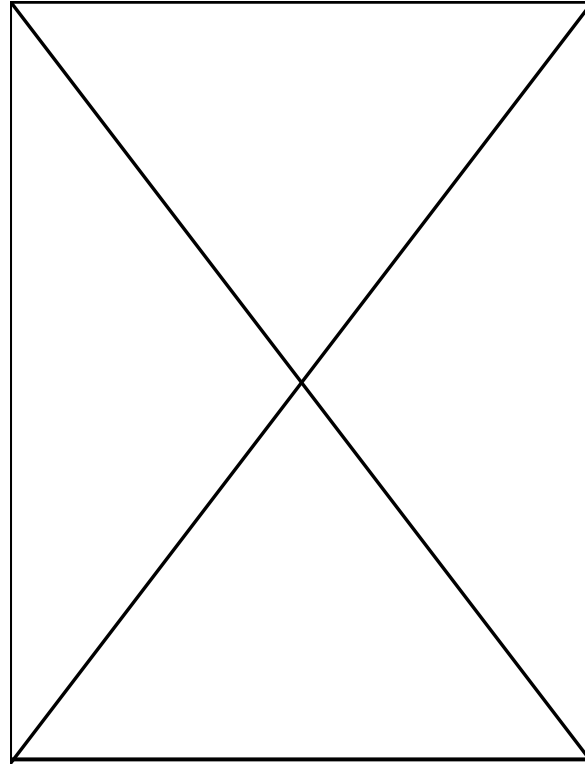
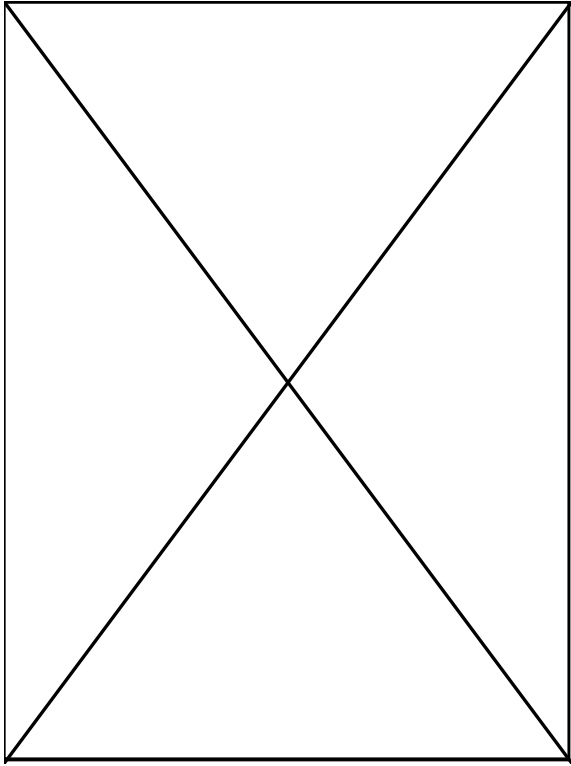


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Conclusion of Interview



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[Re-Start Interview](#)

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Yates, McLeod and Gender Roles

- ▶ Historically “sex” was the preferred term to describe the male/female identity. The switch to utilizing “gender” followed research into what differentiated subjects, learning and practices in play and what skills students found easy or difficult to accomplish.
- ▶ In public and policy contexts “gender” was seen as code for some radical feminist agenda.
- ▶ As more even handed research was done, flaws were discovered in previous findings and practices revealing “where girls might be given different opportunities and messages than boys.” (p. 434)
- ▶ In the 1990’s after two decades of “deliberate gender-equity reform” many national agencies discovered that girls outperformed the average boy in educational outcomes. Some nations looked to other areas, such as social class and socioeconomic status for variables that may still exist.
- ▶ In current and emerging issues the avenue from the global perspective remains focused on access to learning and schooling for all.



Yates, McLeod and Gender Roles

► Glossary

Hidden curriculum - The knowledge and understandings that students learn in school that are not part of the official syllabus curriculum, and not intentional. For example, if textbooks consistently show men in positions of authority and women in subordinate roles (or if principals are always men and infant teachers always women) this is seen as shaping girls' and boys' expectations of their pathways in and beyond school.



Social construction/social constructionist -

A description of how identities are shaped and formed by social factors, such as language, roles, traditions, expectations, and the like. It is contrasted with views that see identity as solely the result of fixed biological or natural impulses and orientations.

Voice, women's voice - In educational research, voice refers to the expression of someone's identity, as communicated in many ways, not only in speech. Women's voice conveys a sense of women's distinct qualities, orientations, and differences, such as preferring humanistic rather than abstract orientations to problems.



Iyer, Luke and Videos

► History of media literacy

- In the 1930's Frankfurt Institute pioneered the analysis of mass media culture and argued that radio and TV subjected audiences to passive acceptance of dominant ideologies.
- In the 1970's BCCCS argued that media provides perspectives for the reader/viewer to negotiate and co-construct. (p. 435)
- In the last decade media theorist Kellner and Share argued that media literacy enables people to "use media intelligently, to discriminate and evaluate media content". (p. 435)
- Today, critical media literacy is significant for analysis and critique of representations of race, class and gender ideologies and commodification. (p. 436)



Iyer, Luke and Videos

- ▶ Gender role in advertisement of print media
 - ▶ Males were portrayed as muscular, tough, strong and sexually desirable
 - ▶ The new male is now portrayed as sensitive, nurturing forming close bonds with the family but still dominant and strong
 - ▶ Women were portrayed as sex symbols who were docile, domesticated and secondary to men
 - ▶ The new woman is now portrayed as tough, irrepressible, career-oriented and highly achievement-oriented but yet still hovering around ovens and toilets and secondary to men
 - ▶ Studies show male voiceovers dominate American commercials
- ▶ Gender role in television advertisement and films
 - ▶ Men dominate 71% of television prime time spots
 - ▶ Women 29% depicted largely in subordinate, domestic and supportive roles
 - ▶ More Men appear in films that made top box office profits and are portrayed as heroes



Iyer, Luke and Videos

- ▶ Gays and Lesbians in the media
 - ▶ Inadequately represented. Exposure is largely based on capital profit and market share
 - ▶ Mostly represented in nurturing or humorous roles, taking care of and supportive of straight men and women
 - ▶ Recently more exposure has been given but the inequalities still exist since gays and lesbians continue to be portrayed as unconventional and deviant
- ▶ Youtube video: Still I Rise: A Look at LGBT Youth Struggle through Statistics
 - ▶ <http://www.youtube.com/watch?v=aCVB97YP5BI>



References

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