

Gender Equality Training through Serial Drama

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Guest Editors

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We invite submissions for a special issue about “Gender Equality Training through Serial Drama”. The issue aims to explore the academic intersection between gender equality as a sociological issue, popular serial drama as a media phenomenon, and young adult education and teaching. Aiming towards an interdisciplinary approach, we welcome contributions that especially tackle gender equality issues through teaching serial drama, including scholars with relations to sociology and history, television and media studies, education and pedagogy, and philosophy, and scholars working on critical media literacy.

The EU Gender Equality Strategy 2020-25 pays particular attention to the necessity of negotiating and dissolving gender stereotypes that may contribute to gender inequalities through unconscious biases, a process sometimes referred to as ‘gender mainstreaming’. Especially through gender mainstreaming in education, we wish to present perspectives that address European young adults and young adults in high schools, offering tools that

negotiate and transform gender stereotypes and gender equality issues. Through popular culture and especially serial drama, we wish to motivate a common language for creating new modes of self-representation and depiction of worldviews and social relationships. Indeed, one key aspect of research in the field critical media literacy is its concern for the politics of representation, which focuses on how the marginalized and dominant relations, including gender, race, class and sexuality, are represented in the media. We welcome contributions that use popular serial drama as an 'awareness tool' for new pedagogical reflections about social relations between genders and on social justice issues regarding gender equality.

With this issue, we wish to represent scholarly perspectives that reply to these four basic questions and orientations:

- Representation: How do European serial drama represent gender, gender equality, and gender issues?
- Audience: How may we map European young adults' understanding of gender issues through serial drama?
- Production: How do creatives reveal debates about gender issues in developing serial drama?
- Education: How may we use research into the above three perspectives in developing educational tools for teaching gender equality to European young adults?

Covering all four questions in one contribution is not a prerequisite but abstracts for publications that cover more than one will be favoured. All contributions should consider educational or pedagogical perspectives on teaching gender issues through serial drama.

This special issue is developed in collaboration with the EU research project GEMINI (Gender Equality through Media Investigation and New training Insights). GEMINI is a research-action project addressed to high school students and their teachers. To encourage behavioural changes, we welcome contributions for this issue that reply to the research questions presented above, but we would especially urge researchers to present their material in a form that may work both as research publications and as contributions that may be integrated in a teaching context. This may include material that can be used in teaching activities, or material that pedagogically reflects

on or introduces how teachers may use serial drama cases in teaching gender issues to European high school students.

Academic Quarter is a multimodal research journal, including video essays as a publication mode. The editors' ambition is to present an issue in which most contributions are video essays, but we will also include articles in text. However, as the topic is serial drama, and since material should be easily adapted by teachers, we invite contributors to enrich their contributions through visualisation, clear exemplification, or audiovisual means. For authors, this presents an opportunity to reflect on serial drama as visual educational tools for teaching gender issues to young adults in European schools. In your abstract, please indicate how you wish to audiovisually present your material.

According to the European Institute for Gender Equality, *gender equality training* deals with the provision of "relevant knowledge, skills and values" that allow individuals and societies with the right tools "to contribute to the effective implementation of the gender-mainstreaming strategy in their field" (EIGE 2016). In our case, this means students and teachers in European high schools as a core target group. The theoretical assumption is that it is possible to teach gender equality through popular serial drama to students, since it involves teaching activities guided towards relevant media consumption among young adults. In addition, this also involves a potential creation of young 'gender ambassadors' by employing the dramatic potency build into serial drama in gender equality training in schools.

Practical Information

Abstract: c. 150 words.
Full Article: c. 3,000 – 3,500 words
Video essay: Max 7–12 minutes. While shorter pieces are welcome, it may be appropriate to batch more than one as part of a specific submission.

Abstracts and articles should be sent to Annemette Helligsø (anhe@ikl.aau.dk)

Detailed author guidelines and further information can be found on the journal's website : <https://journals.aau.dk/index.php/ak>

Abstract
Around 150 words

Full article
Around 3,000 - 3,500 words

Video essay
Max 7-12 minutes

Submission and Review of abstract
April 15th 2024

Response to Authors of Abstracts
May 15th 2024

Submission of contributions:
October 15th 2024

Peer Review sent to Authors
January 15th 2025

Resubmission
March 1st 2025

Layout and Copyedit
April 15th 2025

Publication
May 15th 2025

Video essays

You are welcome to use the possibility of producing a video essay following these guidelines:

To ensure blind peer review of video essays, contributors should – to the greatest extent possible – ensure that their identity is unidentifiable. The video files for review should not include information on authors, directors, producers, and performers. You do not need to mask the voices or images of people. You do not need to mask the voices or images of people.

Video essays should be max. 7-12 minutes long and accompanied by an academic guiding text between 1,000-1,500 words that clearly reflects upon the publication's scholarly/academic contribution. Video essays should be original works of publishable quality in a rigorous scholarly context, and may take argumentative, expository, explanatory, documentary, performative, essayistic, poetic, symbolic (metaphorical) or artistic forms, or a combination of these. The guiding text should clearly explain the argument in the video essay and/or the insight that the viewer may gain from watching and listening to it.

This guiding text should follow the directions in the article style sheet of Academic Quarter. Video essays should be final and handed in as a separate mp4-video-file. Video files and accompanying guiding text should be sent to Annemette Helligsø (anhe@ikl.aau.dk) by a large-file transfer service. Academic Quarter hosts a video file server and archive at Aalborg University from which the finished and published video files will be streamed. Academic Quarter supports only publication and not the technical development of video essays.

Video essays and the guiding text will be reviewed together.

Criteria for reviewing submissions are:

- the lucidity (cogency) of the argument,
- the technical and stylistic execution of the video material and
- the clarity of the guiding text.

Official information about the research project

This project has received funding from the European Union (CERV Programme) under Grant Agreement No. 101088073. In line with the EU Gender Equality Strategy 2020-2025 and from an intersec-

tional perspective, the research-action project **GEMINI – Gender Equality through Media Investigation and New training Insights** aims to tackle gender-based stereotypes that create gender inequalities and empower young adults to create products that convey positive messages of gender equality. The **10 partner institutions** of GEMINI compose the Consortium responsible for the implementation of the project as defined in the contract with the European Commission. The **Project Coordinator** is Marica Spalletta, Associate Professor in Media Sociology at Link Campus University.