

The Effect of Art-Integrated Modules on Raising Awareness and Gender Ethics

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Abstract:

The ability of art to question conventions and spur change has long been acknowledged in its role in resolving societal challenges. The purpose of this study paper is to examine the potential of art-integrated modules to improve gender ethics and raise awareness of gender issues. This study attempts to provide a thorough examination of art's role in changing views about gender by examining how different art forms-visual arts, theatre, music, and literature-can encourage people to have critical conversations and think on gender problems. The purpose of this research is to investigate the impact that art-based education has on the participants' comprehension of gender identity, equality, and social standards. The findings of the study indicate that art is an excellent medium for creating empathy, encouraging inclusiveness, and challenging stereotypes.

Keywords: Gender awareness, Art-integrated, Gender ethics

Introduction

Worldwide research illustrates on going on injustices in gender representation, access, and treatment across all aspects of life, despite the fact that gender equality and awareness are essential components in the process of attaining social justice. A growing number of educational systems, cultural organizations, and social movements are placing an increased emphasis on the significance of gender literacy in order to solve this issue. In recent years, there has been a growing trend toward incorporating art into gender education programs. This trend is a reflection of the sentiment that the expressive capacity of art is very important when it comes to tackling complicated and deeply ingrained societal problems. The potential of art to elicit emotional reactions, to elicit critical thinking, and to present alternative ways of viewing the world may be significant instruments for the improvement of gender ethics. By integrating art into gender studies, educators may provide more dynamic, immersive learning opportunities that go beyond typical lectures and textbooks. Focusing on how art-integrated modules might challenge deeply held gender stereotypes, foster empathy, and promote more inclusion, this research examines the effects of such modules on raising gender awareness and ethics.

Aim of Research:

1. Investigate how art-integrated modules might promote awareness of gender problems.
2. To examine how art could question prejudices and gender stereotypes.

3. To assess how attendees' gender-related attitudes and actions were affected by art-based instruction.
4. Investigate how art promotes empathy and understanding across gender identities.

Review Literature

Across many fields, the use of art to interact with societal concerns-including gender-has been thoroughly recorded. Eisner (2002) claims that art in the classroom advances "the development of the whole child," therefore fostering emotional, cognitive, and social development as well as creative expression. Particularly in terms of gender, arts education may provide students with means to critically consider the problems of discrimination and injustice. Arts education, according to studies, helps pupils to challenge accepted narratives and provide forum for underprivileged voices (Freire, 1970; O'Neill, 2014).

Gender and Education

Studies on gender education often show that traditional methods of instruction fail to tackle the many cultural and social constructions of gender. In traditional gender studies classes, the primary emphasis may be placed on theoretical frameworks or historical instances of gender inequality; however, teachers may not provide students with the engagement tools necessary to develop personal connections with the subject matter. Art, on the other hand, provides students with the ability to experience gender problems in a more direct manner, activating both their cognitive and emotional capabilities (Vogel, 2017).

Gender and Visual Arts

Art has frequently been utilized as a means of subverting conventional gender roles in the context of gender studies and feminist theory. Art challenges essentialist notions by enabling individuals to perceive gender as performative and fluid. Judith Butler's (1990) theory of gender performativity, which holds that gender is produced via repeated performances, has relevance in creative practice, where identity may be investigated and reconfigured. According to Grosz (1994), art-based interventions have also been effectively used in feminist activism and education for the purpose of communicating complicated concepts about gender equality among students.

Art Integration in Education

According to the Kennedy Center Definition (2009), art integration is the process of using various kinds of art to teach academic information, with the goal of activating the cognitive and emotional capabilities of students. The ability of art integration to address social concerns like as gender inequality is especially intriguing since it enables students to connect with themes in a complex, immersive manner that combines emotional depth and academic rigor.

as a Pedagogical Tool

Numerous academics, like Rancière (2009) and Eisner (2002), have argued for a considerable amount of time that art has a special ability to challenge conventional ways of thinking. Students are given the opportunity to tackle complicated truths and get a new perspective on the world via the medium of art when gender concerns are presented to them. Through the integration of emotion, creativity, and intellectual inquiry, art provides students with the opportunity to not only comprehend theoretical ideas but also sympathize with the experiences that others have really gone through. visual and Performing Art

is a tool of communicating gender stories in an approachable and emotionally appealing manner whether via visual arts, drama, or narrative technique.

Gender Stereotypes and Biases in Education

It is common for educational institutions to be filled with gender stereotypes, which are preconceived notions about how people ought to act depending on their gender. In many cases, these preconceptions define the roles that students take on, which may contribute to the perpetuation of gender inequity. Through embracing a diverse range of gender identities and experiences, art-based education questions these presumptions and goes beyond simplistic ideas of male and female (Bourdieu, 1998). Students are encouraged to challenge and reevaluate their own gender assumptions via the medium of art, which offers a platform for the investigation of non-binary, fluid, and intersecting identities.

Empathy and Social Change

Empathy is a crucial component in the advancement of gender justice and social change. According to research conducted by Batson (2009), persons who connect with the human narratives of disadvantaged groups, whether via the medium of literature, cinema, or visual art, are more likely to acquire sympathetic views toward such groups. Through the facilitation of emotional connection with gender-related difficulties, art provides a method of creating empathy, which in turn serves to promote a greater knowledge of the systematic disadvantages that women, LGBTQ+ persons, and gender minorities confront.

Methodology

This investigation makes use of a mixed-methods strategy, which combines qualitative and quantitative data gathering techniques. The main data sources consist in :

Surveys: Surveys were administered to students who participated in art-integrated gender ethics programs. The poll measures changes in opinions on gender roles, knowledge of gender inequality, and supposed sensitivity for underprivileged gender identities.

Interviews: Interviews were conducted with teachers and facilitators who were engaged in art-integrated gender awareness modules in order to collect qualitative insights into the success of such programs and the problems that are associated with their implementation.

Works of Art and Performances: Conducting an analysis of the artistic outputs of the students, which includes visual art pieces, performances, and written material, with the goal of gaining an understanding of how gender-related issues were depicted and how students artistically processed these subjects.

Pre- and Post-Assessment: Measuring the effect of the art-integrated modules on students' knowledge, attitudes, and behaviours regarding gender equality via testing them both before and after the modules have been implemented.

The investigation was conducted at a single institution that had integrated gender ethics and awareness into its art curricula. To investigate gender identity, the modules included multidisciplinary tasks like composing gender-conscious poetry, making gender-themed visual art, attending gender-oriented theatre, and running movement seminars.

Outcomes

Enhanced Recognition of Gender Inequality: Students who took part in art-integrated courses reported

a significant rise in their comprehension of gender inequality and the societal structures that promote gender-based discrimination. This brought to an increase in the students' awareness of the issue. An examination of the survey results before and after the intervention showed that 82% of participants had a better understanding of gender problems, including both overt and covert types of discrimination.

Emotional Engagement and Empathy: A number of students voiced their belief that engaging in art-related pursuits helped them establish a personal connection to gender problems. The visual arts and theatre in particular were cited as effective means of promoting empathy. A person who took part in the activity observed that their participation in a play about gender violence had assisted them in gaining a deeper comprehension of the emotional toll that such events have on people. Teachers' interview data also demonstrated that students' emotional commitment in gender justice problems rose after participating in art-based learning.

Disrupting Gender Stereotypes: Challenging established Gender Norms Students were encouraged to question established gender norms due to the creative nature of the classes. Students often used symbolic and abstract depictions to rethink traditional gender norms in their artwork. The incorporation of themes of gender fluidity and non-binary identities by many students, especially in the visual arts and literature, demonstrates a notable departure from strict binary thinking.

Increased Gender Advocacy Participation: Increased Participation in Gender Advocacy For example, students who participated in gender-based art projects were more inclined to take part in conversations about gender equality at school and in the community. This was reflected in an increase in the number of students who participated in advocacy organizations and student clubs that focused on gender issues. The qualitative data indicated that students felt empowered to speak out on gender issues as a result of their artistic expression.

Qualitative Research Results

According to the findings of interviews with participants, art-based modules led to a more profound emotional involvement with questions pertaining to gender. After taking part in the creative activities, several participants said they felt a stronger connection to gender problems. One of the participants, for instance, said, "When we did the theatre role-plays, it was like I was living the experience of being a woman in a society that is sexist." It brought to my attention the extent to which these problems are firmly rooted. According to the observations of another participant, "The art projects assisted me in expressing what I was unable to do with words." At last, I felt like I could express my true feelings on gender injustice. Furthermore, participants said that by including a variety of artistic mediums, including narrative, visual arts, and multimedia presentations, they were able to get a more nuanced knowledge and empathy for gender problems.

Discussion

The results highlight the transforming potential of art in raising ethical and gender consciousness. Students are exposed to theoretical information as well as a process of self-discovery, emotional introspection, and creative inquiry when art is included into gender education. For students who may have difficulty relating to standard pedagogical approaches of gender education, art provides the opportunity to abstract gender concerns in ways that foster greater knowledge and empathy. This is especially beneficial for kids who are learning about gender issues.

Nevertheless, there are still obstacles to overcome when it comes to integrating these modules globally. A

change in instructional methods, an increase in available resources, and more training for teachers are all necessary components for the incorporation of art into gender education. Additionally, there is a chance that art can oversimplify difficult gender problems, therefore careful planning and direction in curriculum design are required.

Art as a Vehicle for Questioning Gender Roles

The results provide evidence that art-integrated courses may successfully combat long-standing gender preconceptions. The purpose of art-based education is to create a platform for questioning preconceived notions about gender roles. This is accomplished by including participants in the process of creating and analysing a variety of gender narratives. The emotional effect of art-based activities allows participants to integrate the teachings, resulting in a change in perspectives and a better acceptance of gender diversity.

Enhanced Awareness and Empathy

Art's capacity to develop empathy is important to its effectiveness in raising gender awareness. Art serves to provide a human face to intangible ideas by putting viewers in the shoes of people who identify with different genders. The establishment of emotional connections via creative involvement results in the formation of impressions that are long-lasting, and these impressions are more likely to inspire long-term behavioural changes than typical educational techniques.

Implications for Teaching Methods

The findings indicate that introducing art into gender studies courses may have a transforming effect on students' attitudes and comprehension of gender problems. The ability of art to foster both emotional and cognitive involvement makes it a potent teaching instrument that may be used to advance gender ethics and awareness. The adaptability of art-integrated courses to many cultural settings and educational levels necessitates more investigation.

Result

This research shows that including art into modules is a great way to raise people's consciousness of gender and encourage them to act ethically towards it. Through the dynamic, emotional, and intellectual investigation of gender, art challenges stereotype, cultivates empathy, and promotes critical thinking in pupils. Through the incorporation of art into gender education, educators have the ability to cultivate a generation that is more accepting, empathetic, and open-minded. This generation will be better prepared to combat gender inequality and contribute to the creation of a more equitable society.

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