SESSION 5: DESIGNING THE TOOL
CHARACTERS EMBODIED IN ILLUSTRATIONS

Regional Experts Meeting: Assessing Gender Issues in Pre-service and In-service Teacher Training in Asia
19-20 November 2015; Bangkok Thailand.

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YOUR EXPERIENCE COUNTS:

In groups – Look at the sample lesson

- Reflect upon the methodology/tools you may use to identify (if any) gender biases/stereotypes in the visuals of a sample lesson;
- How will you enumerate/collect the data for analysis?
- Take into account the discussion and results of the previous exercises
DISCUSSIONS
CHARACTERS IN ILLUSTRATIONS

- *The scene in which a character is portrayed is specific to the picture.*
- **IDENTIFY CHARACTERS ACCORDING TO:**
  - Sex, age, actions, attributes, relationship (only individual characters) and position.
  - *(Designations do not exist in illustrations)*
Identifying Characters in illustrations

Characters depicted as humans

Anthropomorphic animals (also known as “clothed animals” or “humanized animals”)

Real animals with power of speech

Note: One should be familiar with the culture: Attributes such as hairstyles and clothes, according to cultural context*( although highly stereotyped ), will provide a basis for the gendered classification.
HOW TO RECORD POSITION OF CHARACTERS IN ILLUSTRATIONS?

- Number each character and take note of the position in texts - e.g. the section, the lessons within the section, or exercises within the lessons, etc.

- Characters must be numbered in order of appearances, from first to the last page, thus the number become higher as the data collection progresses.
  - If in a picture-frame there are 1-4 number of characters, count them as individuals;
  - If in a picture-frame there are more than 4 characters count them as a group.

- Note the position of characters by gender in the picture- by posture, in terms of prominence- who is in the foreground/ or in the background and more visible
TYPES OF CHARACTERS

Representation (Types) of Characters in illustrations

- Group - more than 4 characters in a picture frame
- Individual - refer to single character (including 1-4 in a picture frame)

Characters by age
- Children only
- Adult only
- Children dominate
- Adult dominate
- Neither dominant
- Impossible to determine dominance

Characters by sex
- Female only
- Male only
- Females dominate
- Males dominate
- Neither dominant
- Most characters ungendered
- Children only
- Adult only
- Children dominate
- Adult dominate
- Neither dominant
- Impossible to determine dominance

Gendered
- Girls
- Boys
- Woman
- Man
- Other gender identities

Unspecified - (if image is not clear and/or unable to make out the age)
PEDAGOGICAL FUNCTIONS OF CHARACTERS: SPECIFIC TO ILLUSTRATIONS

**Characters By Pedagogical Functions**

- **By Pedagogical functions**
  - **Ordinary characters**
    - appear occasionally and support the general learning process
  - **Real and Famous characters**
    - Non fictional based on cultural reference
  - **Pilot characters**
    - Distinctive & Recurring characters with identity/or social functions, usually appear in the early lessons

- **By Functions specific to pictures**
  - **Learning icons**
    - always identical, with unchanging characteristics; illustrative rather than representational
  - **Substitute characters**
    - Mirror image for pupil or doubles of teachers-indicated by speech, though balloons or gestures
EXAMPLE: LEARNING ICONS
# CHARACTER’S (INDIVIDUAL ) RELATIONSHIPS

<table>
<thead>
<tr>
<th>Co-existing</th>
<th>Interaction</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>If within one picture unit there are two or more characters depicted but they do not interact with one another</td>
<td><strong>Reciprocal:</strong> when characters do something together</td>
<td>Characters are compared and can relate to character’s:</td>
</tr>
</tbody>
</table>
|                                   | *** (example of grouping of different types of interaction into broad categories, same as texts) |   - Physical characteristics  
   - Personal qualities  
   - Skills/abilities  
   - Gender parity, etc. |

- **Co-existing**: Interaction does not occur between the characters. They are present together in the same scene but do not engage in any interaction.

- **Reciprocal**: Interaction occurs when characters do something together. This can be seen as a form of cooperation or collaboration.

- **Comparison**: Characters are compared and their attributes are analyzed in terms of various categories:
  - Physical characteristics
  - Personal qualities
  - Skills/abilities
  - Gender parity, etc.
CHARACTER’S (INDIVIDUAL ) RELATIONSHIPS

Co-existing
- If within one picture unit there are two or more characters depicted but they do not interact with one another

Comparison/interactions
- Characters are compared (objects: physical characteristics, personal characteristics- skills, ability, etc.) /shown interacting* (reciprocal)
NOTE ON ILLUSTRATIONS

- View the balloon as an intrinsic part of the picture and record the information in the balloon when decoding the picture, not to treat it as text.

- Actions mentioned in a balloon should be viewed as actions performed by the character illustrated.

- In other cases, books show diagrams with explanatory legends. Since the legend is indispensable to understanding the diagram, it is analysed with the picture, not with the text.
GROUP WORK:

- Populate the data collection instrument:
- Note (if any) the shortcomings
- Provide your feedback on improving the layout, etc. of the formal structure of the tool for collecting data on gender representations.
Is there a kitchen in the house?

Yes, there is.