

Cagdas Emre Isler

Professor Stack

ENC 1102: Composition II

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Literature Review Outline

Introduction

The gym serves as an educational environment which people learn through watching others and taking part in activities and thinking about their own actions. The gym functions as an advanced literacy space which unites physical development with social connections, technological usage and emotional intelligence. Members need to develop social literacy skills to understand gym rules and gender-based expectations which affect their sense of belonging. The gym environment requires members to develop digital skills because they need to read fitness data and track their progress through technology-based systems which affect their understanding of achievement.

The ability to read and understand emotions plays a vital role in fitness spaces because members develop their confidence, motivation and shape their identities through their fitness activities.

Research on gym literacy extends past physical exercise to explore how people use fitness areas for learning and social interaction. The research investigates how social rules, digital systems and emotional elements create gym literacy while studying their combined effects on fitness culture behaviors and psychological effects.

II. Theme A: Social and Cultural Rules in Gym Literacy

Overview:

The theme demonstrates how social norms and gender expectations restrict people from participating in gym activities. Research indicates that gym literacy requires people to comprehend how to behave properly and how to communicate effectively and how to include others.

i. Andreasson & Johansson (1996) - Gendered Spaces: The Gym Culture and the Construction of Gender

The study demonstrates how traditional masculine norms control gym environments which create barriers for female gym-goers and new members. Literacy here includes knowing how to act and communicate in male-centered environments.

ii. Rapport et al. (2018) - How Are University Gyms Used by Staff and Students?

The study demonstrates how traditional masculine norms control gym environments which create barriers for female gym-goers and new members. Literacy here includes knowing how to act and communicate in male-centered environments.

iii. Lamarche et al. (2018) - Positive Body Image Experiences in Men Attending University

The way gym culture impacts confidence varies between men and women and their perceived fitness achievements which demonstrates that cultural understanding shapes who belongs to the gym environment.

III. Theme B: Digital Tools and Emerging Literacies

Overview:

The section investigates how technology changes gym literacy through the use of fitness applications and wearable devices and tracking equipment. Modern gym literacy now requires people to understand data reading and digital tool operation.

- i. Kristensen et al. (2021) - Tracking Towards Care: Relational Affordances of Self-Tracking in Gym Culture

The paper demonstrates that wearable technology enables better performance tracking yet creates excessive information for people who lack digital experience thus they need to learn new digital competencies.

- ii. Riswandi (2023) - Media Literacy for Generation Z

The digital content interaction patterns of Gen Z users mirror gym app user behavior which demonstrates the need for media literacy education.

- iii. PanagVotou et al. (2024) - Generation Z: Media Consumption and Media and Information Literacy

The author shows that formal education about media and digital literacy helps young people understand digital information about gym activities and assessment tools.

IV. Theme C: Confidence, Identity, and Participation

Overview:

The research investigates gym activities' impact on emotional and personal growth through an analysis of confidence development and identity formation and sense of belonging creation.

i. Lamarche et al. (2018)

Shows that body image serves as a learning instrument which affects how people understand gym culture and build their self-assurance.

ii. Andreasson & Johansson (1996)

Shows that gender identity plays a role in determining which people belong to or are left out of gym-based literacy communities.

iii. Rapport et al. (2018)

Demonstrates that communication skills together with confidence levels determine long-term involvement which connects emotional intelligence to student motivation and academic achievement.

Conclusion

The research studies demonstrate that gym culture serves as a complex educational setting which enables members to learn social skills, digital abilities to perform tasks and emotional intelligence. The studies by Andreasson and Johansson (1996) and Rapport et al. (2018) demonstrate that social expectations and gender norms determine participation levels by showing that members need to understand gym rules and communication systems. Users need to develop digital literacy skills according to Kristensen et al. (2021) and Riswandi (2023) to effectively use wearable technology and fitness applications for performance data management. The emotional factors of confidence and identity which Lamarche et al. (2018) studied demonstrate that self-perception and belonging directly affect motivation and growth. The research evidence demonstrates that gym literacy requires members to develop social understanding and technological abilities and emotional competencies. The current research primarily investigates young adults and university students but fails to explain how older and less experienced gym members learn these new literacies. Research should investigate methods to combine emotional education with digital tools in gym learning areas to create more accessible and supportive environments for all members.