



Media Literacy Integration

Media Literacy & Social Studies Education

Carol Arcus & Neil Andersen - The Association for Media Literacy

Hello and welcome to Media Literacy & Social Studies Education

My name is Neil Andersen. Carol Arcus and I teach the Media Studies Additional Qualifications course. We welcome you to join us the next time the course is offered.

We are going to discuss ways that media literacy might be integrated into AND ENHANCE Social Studies learning.

Media Literacy Integration

1. Teaching *Through* and *About* via *YouTube*
2. Inquiry and the Media Literacy Triangle
3. Media Production

We are going to talk about 3 aspects of media literacy integration.

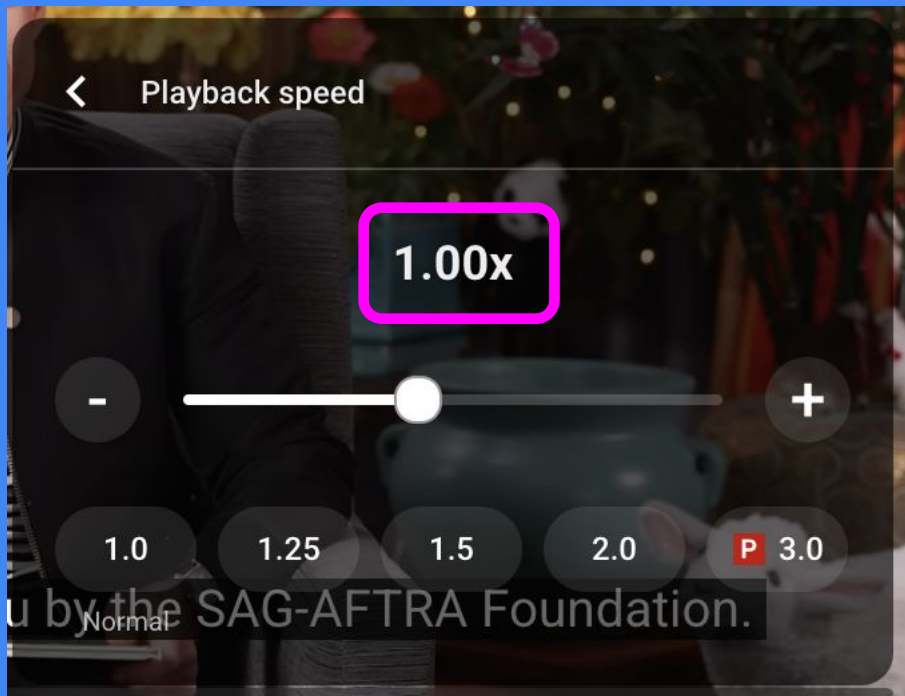
1. YouTube Controls

Speed and Translation

I am going to describe how teachers might use YouTube to help students understand Social Studies content and media literacy concepts simultaneously.



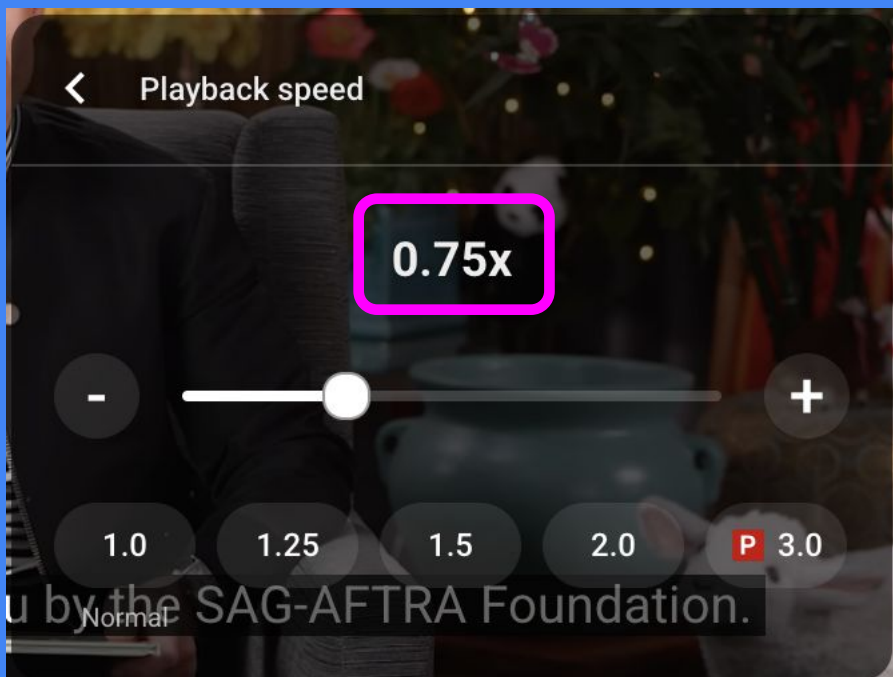
YouTube offers several controls that might serve valuable educational purposes.



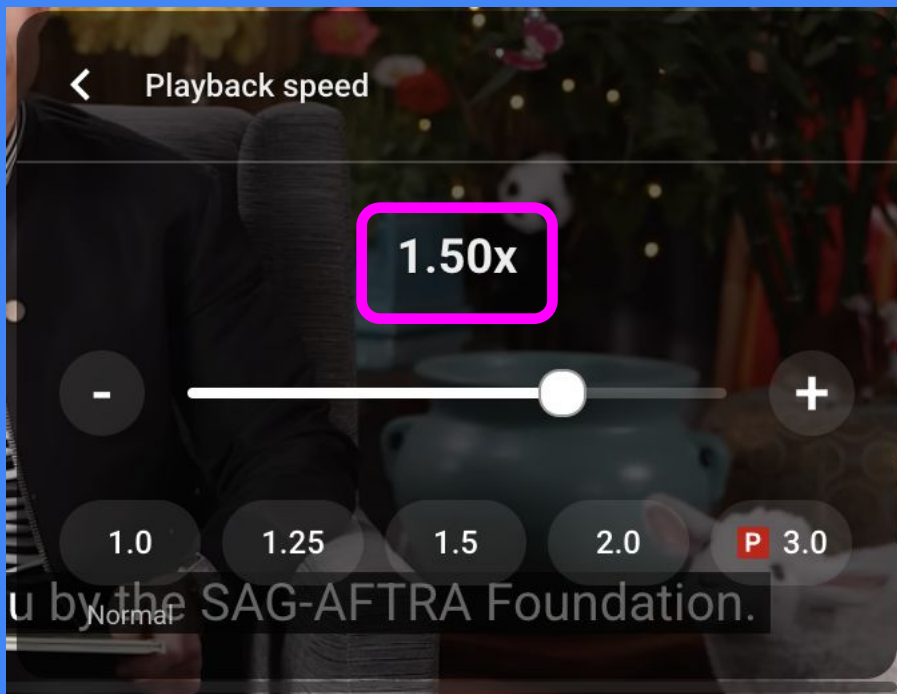
YouTube's speed control offers a useful example of the media literacy concept through and about, where we study both the content and the effects of media.

Through refers to the content of a video, i.e., social studies; about refers to the characteristics of the medium, in this case the speed of the playback.

The 1.00x you see here directs YouTube to play a video at the same speed as it was recorded.



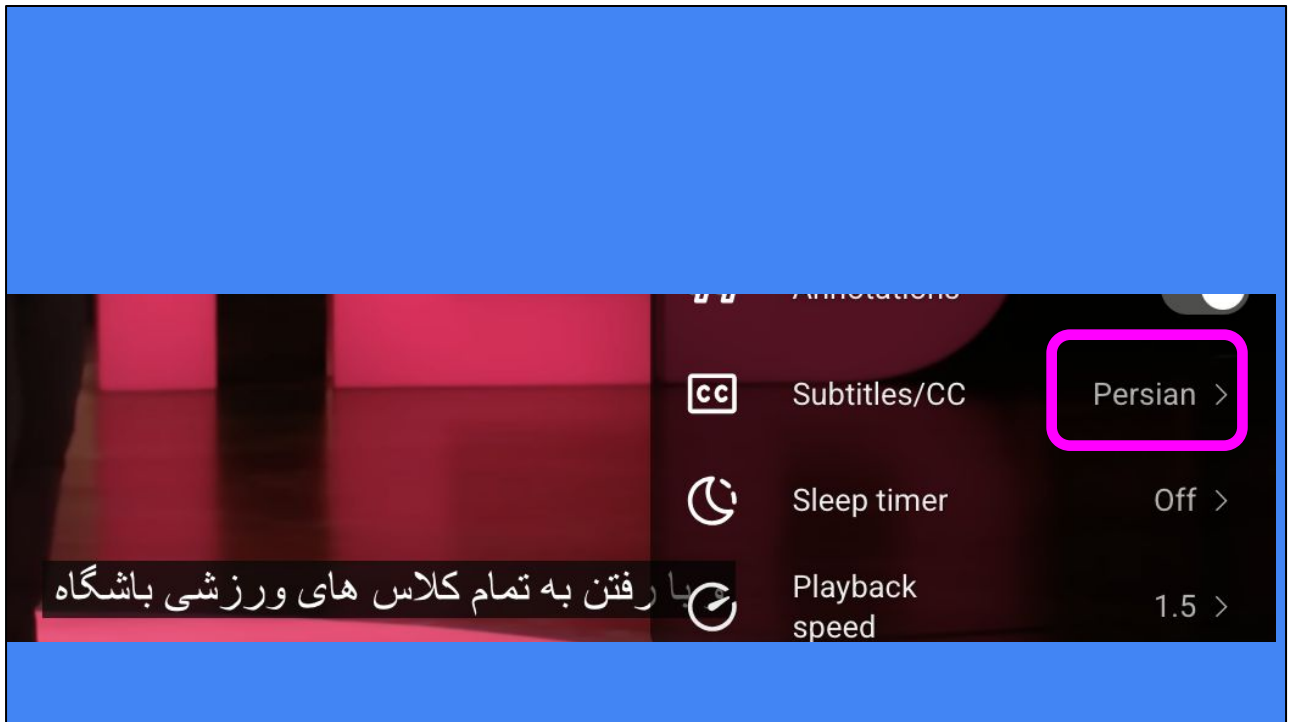
Playback speed can be adjusted up or down for different purposes. Teachers might use the 1.5 speed to preview a video before showing it. If a teacher has a large second-language cohort or the video has a large number of new or challenging words, a video can be shown at .75 speed to make it easier for students to capture words that might be spoken too quickly by a native English speaker.



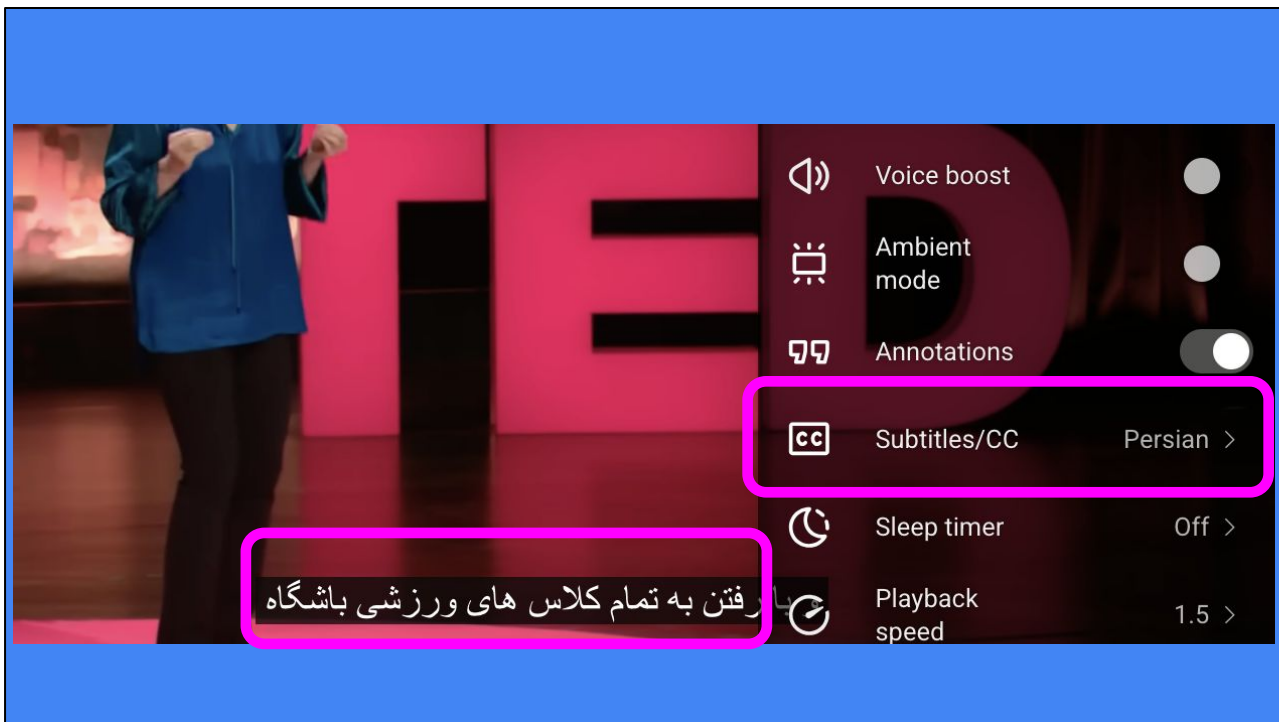
If there is long and ponderous narration and the class is mostly native English listeners, a video can be accelerated to 1.5 speed to match the thinking speed of most listeners.



YouTube can now produce real-time translated subtitles. That means that non-English speakers can read a real-time translation of a video. The translation feature can be activated in the subtitle control.



I have selected Persian here because I have many Persian-speaking students.



And here you see the Persian translation.

Transcript

Follow along using the transcript.

Show transcript

YouTube also offers transcripts of many videos.

Clicking the show transcript button reveals a transcript in most languages

The image shows a video player interface with a dark-themed transcript panel on the right. The panel is titled "Transcript" and has a search bar at the top. Below the search bar, there is a list of timestamps and corresponding Persian text. The timestamps are 4:06, 4:07, 4:09, 4:13, 4:16, 4:18, 4:22, and 4:24. The Persian text is in a sans-serif font. The panel is set to "Persian" as indicated by a dropdown menu at the bottom. On the left side of the image, there is a blue background with the word "Timestamps" in white. Two white arrows point from the word "Timestamps" to the first two timestamps (4:06 and 4:07) in the transcript panel.

Timestamps

Transcript

Search in video

4:06 "قایقرانی رودخانه داشته باشم

4:07 و آن چیزی بود که باعث شد به باشگاه بروم

4:09 و با رفتن به تمام کلاس های ورزشی باشگاه

4:13 روی شخصیت درجه یک خودم تمرکز کنم

4:16 همه چیز را تجربه کردم

4:18 به کلاس های کیکبوکس، رقص، یوگا، و ایروبیگ رفتم

4:22 و در ابتدا خیلی سخت بودند

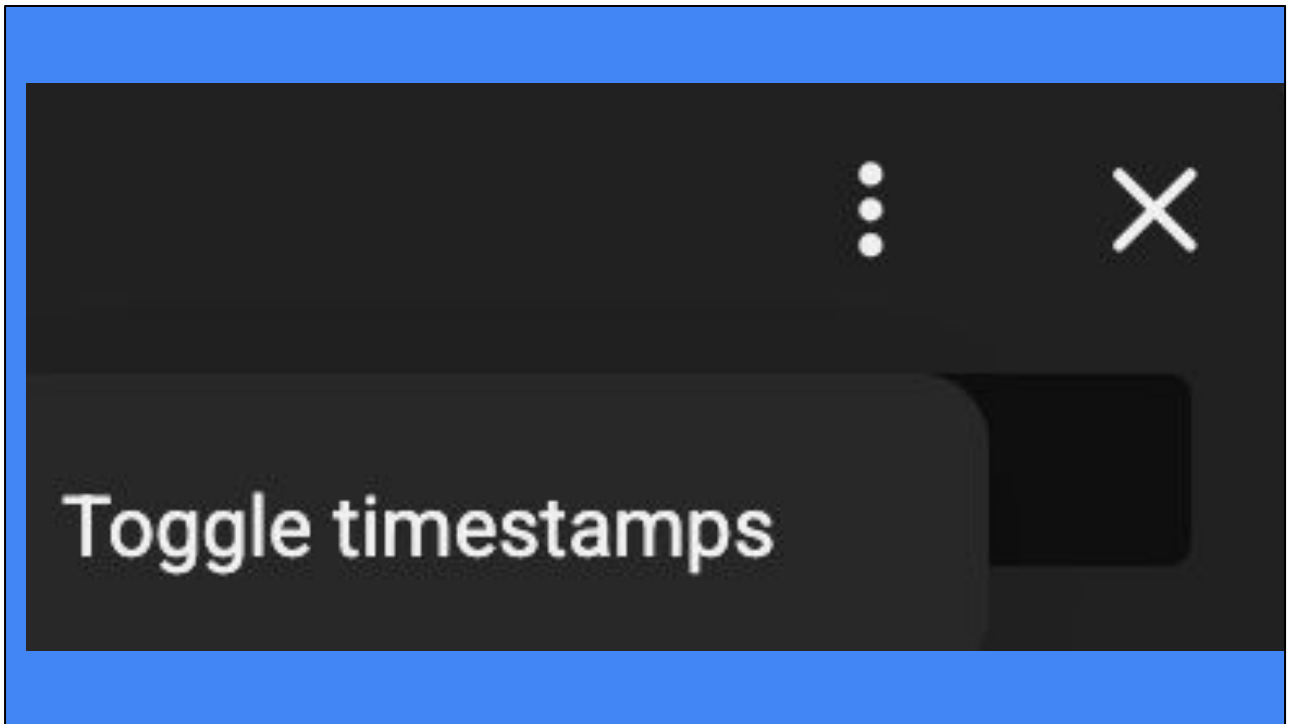
4:24 اما حالا هر که می‌خواهد شروع کند باید بداند که بعد از آن همه این سختی‌ها

Persian

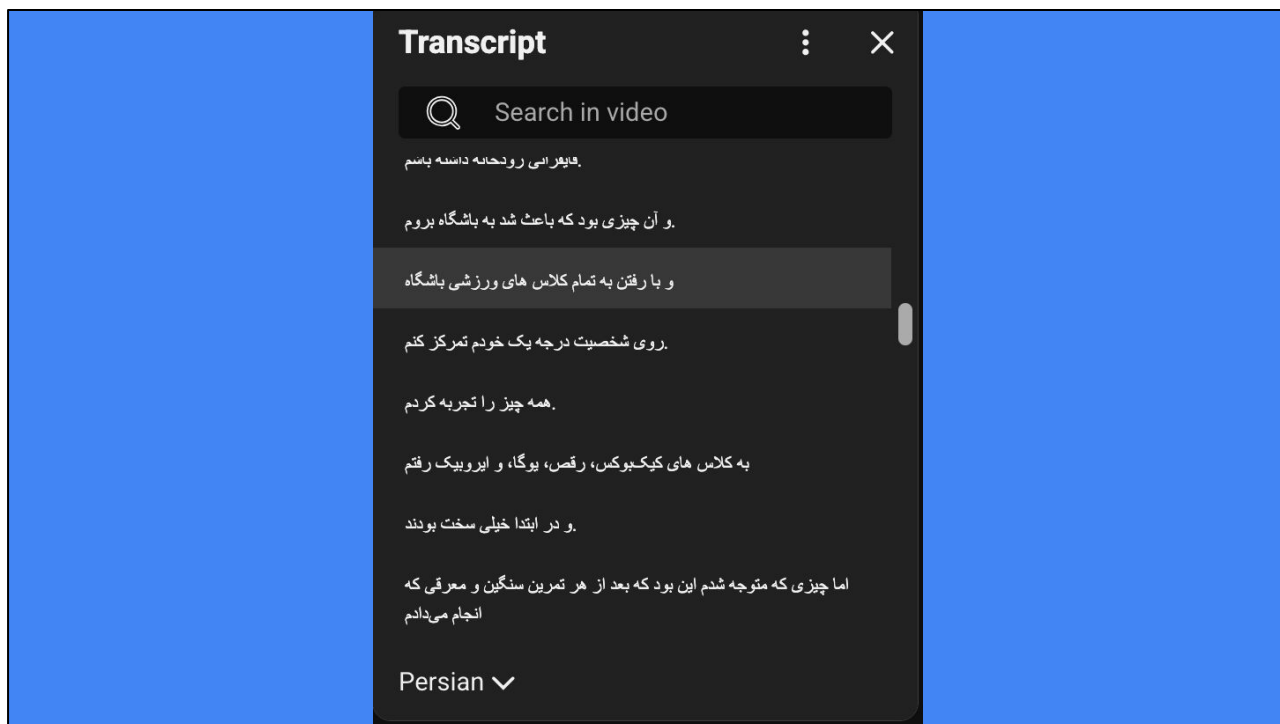
And here you see the Persian transcript.

This version shows the time stamps, which can be useful if they are being read as the video plays.

But maybe the student or teacher just wants the text without the time stamps.



If that is the case, students or teachers could toggle the timestamps under the 3 vertical dots.



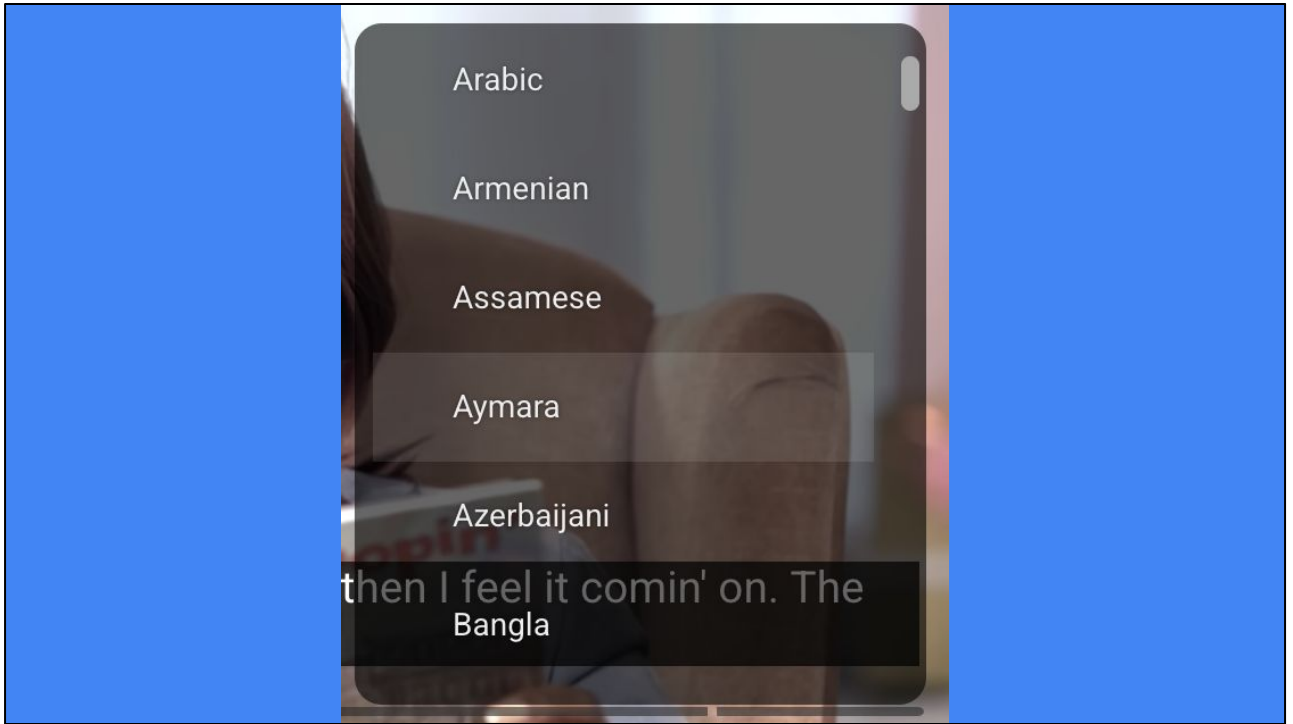
Without the timestamps, the transcript is a stream of text, in this case Persian.

Teachers or students might then copy the text and paste it where they need it.

Translator: Ehsan Memari Reviewer: Sadegh Zabihi

چه می‌شود اگر به شما بگویم چیزهایی هستند که الان می‌توانید با انجام آن‌ها
یک تاثیر مثبت و فوری روی مغزتان که
شامل حوصله و تمرکزتان می‌شود داشته باشید؟
و چه می‌شود اگر بگویم این تاثیرات مشابه می‌توانند درحقیقت برای مدتی
طولانی
باقی بمانند و مغز شما را از شرایط مختلف مثل
افسردگی، بیماری آلزایمر یا زوال عقل مراقبت کنند
انجامش می‌دهید؟
بله!

It can be sent to any screen or printed to paper for further processing.
Here I have copied and pasted the translation into a Google Doc.



Some teachers know these affordances; all of them should.
But is this a through or about phenomenon?

Through & About

**Facts
Concepts
Procedures**

**Environments
Codes &
conventions
Effects**

Because these affordances are content-agnostic (i.e., the content is irrelevant), this is an ABOUT phenomenon.

(Meaning that we are teaching about a tool or technology we are using to deliver content.

This way, we see & understand the whole picture.)

Teachers need to know when and how to use the tools AND to empower their students by telling them how to adjust settings and why. In fact, it could make a useful class inquiry to try several settings and find the one(s) that are best suited to the class's and/or individual's needs. This would also be a useful model of a media literacy inquiry.

That way, teachers are using ABOUT effectively while also helping their students understand its uses and impacts.

2. Inquiry

Let's consider how You Tube might provide opportunities for media literacy and social studies inquiry.

<https://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>

Strand A. Heritage and Identity: Communities in Canada, Past and Present

A2. **Inquiry:** The Perspectives of Diverse Communities

A2.3: “analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities, including First Nations, Metis, and/or Inuit communities, in Canada.” of communities in Canada.

You see here that inquiry and critical thinking are embedded in the Social Studies curriculum.

This aligns closely with media literacy concepts.

Inquiry

**Compare and contrast 2 *YouTube* videos.
Why All World Maps are Wrong**

<https://www.youtube.com/watch?v=klID5FDi2JQ>

The Indigenous Peoples Atlas of Canada Giant Floor Map

<https://www.youtube.com/watch?v=89q2Fo4usP4&t=32s>

I have selected 2 videos that deal differently with maps and mapping, as compare and contrast is a very powerful learning tool.

The 2 videos address a range of questions about maps - including 'what is a map', 'what is it used for?' 'what can we learn from, different maps?'

We will use **media** inquiry to explore content but also *how* that content is constructed.

This deepens understanding of meaning and purpose.



1st video:

Why All World Maps are Wrong

This video demonstrates that all flat maps distort the Earth because a sphere cannot be perfectly flattened.

<https://www.youtube.com/watch?v=klID5FDi2JQ>

-6 minutes



The Indigenous Peoples Atlas of Canada Giant Floor Map

<https://www.youtube.com/watch?v=89q2Fo4usP4&t=32s>

3 min, 10 sec

-Canadian Geographic introduces a map deliberately constructed differently from the conventional political map of Canada.

- 8.5 × 11 m interactive floor map exploring Indigenous Peoples in Canada.
- Created with Indigenous educators and organizations in response to the TRC Calls to Action.
- Highlights the histories, cultures and diversity of First Nations, Métis and Inuit peoples.

Here is an additional resource:

<https://www.whose.land/en/>

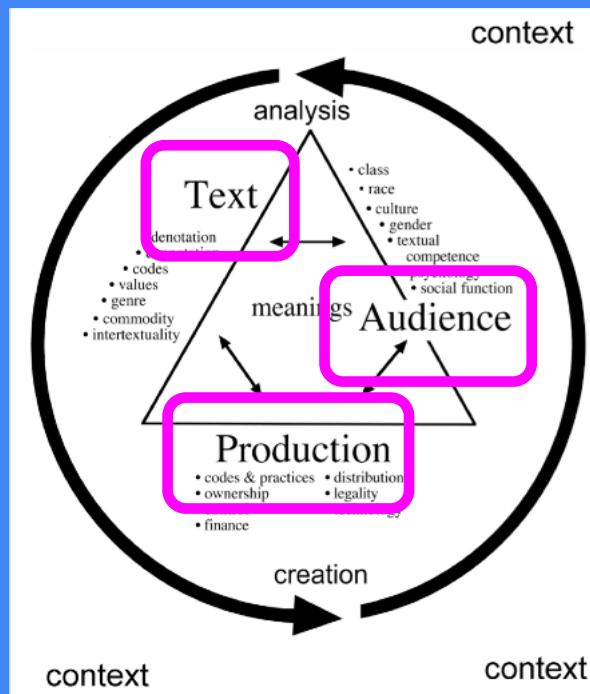
-six different map views of Indigenous territories, treaties and First Nations, Inuit and Métis communities

Media Literacy Triangle

<https://aml.ca/resources/essential-framework/>

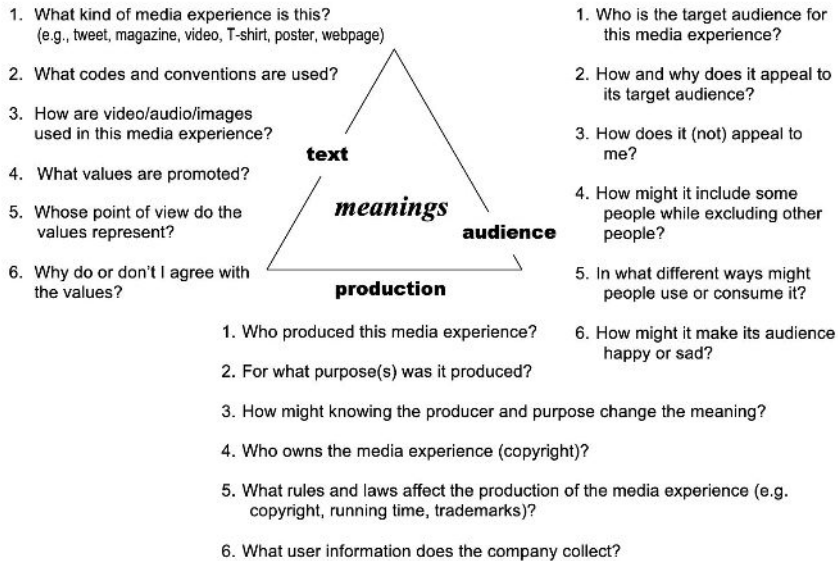
The Media Literacy Triangle is a critical thinking tool for unpacking content, purpose, and audience.

Think about it as a decoder ring.



The triangle offers 3 different perspectives: audience, production and text (“construction”).

Triangled Questions



<https://aml.ca/resources/essential-framework/>

There are several versions of the triangle on the aml.ca website.

This is the elementary version.

Teachers would choose just a few questions from each side.

Never all the questions.

Think about the videos you have just watched.

Scan the questions for relevance.

Audience

1. How and why does this text appeal to its target audience *[students or citizens?? Video 2: settlers or Indigenous or both?]*?
2. How can I tell?

Here is a sample Audience question that fits these videos: media content usually corresponds to the prime target audience.

Text

1. What codes and conventions are used? *[humour, sound effects, pace]*
2. Are there any stereotypes?

Some Text (construct) questions we might apply to our YouTube videos:

Codes and conventions are strategies that construct theme, message, and effect. “The Q might read: How are humour, action, and sound effects used?”

Cutting up the map seems ridiculous - but it explains things well..

How are Canadians represented? Which Canadians?

Production

1. For what purpose(s) was this text produced? *[who produced this message and what do they want us to do?]*
2. What production techniques were used to produce this text?

These questions consider how, why and by whom a media experience was created.

Production:

-is it educational? Is it corporate? Is the floor map video told from a government perspective? How do you know?

-Indigenous map video has a sense of reverence, with soothing background music. These are signals for meaning and audience.

Inquiry

This inquiry teaches *Through* Media (using the medium of Youtube).
It teaches *About* Media - applying text, audience, production questions.
It asks what the video says and how & why it says it, & to whom.

*

Deeper Learning results, as learners:

- Engage with subject content.
- Compare and question different perspectives.
- Understand how and why messages are constructed.

Thus building deeper, more critical subject knowledge.

3. Production

Creating media is an essential part of understanding media as well as consolidating social studies learning.

Production

A2. p 66: “use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives...”

A2.6 “communicate the results of their inquiries, using appropriate vocabulary ... and formats.”

Production is activated in expectation A2.6

Create a **VIDEO INTERVIEW** with a map expert.

What decisions does a mapmaker have to make?

What might be the consequences of an inaccurate map?

Create an **INFOGRAPHIC** that communicates ideas about what a map is, eg, *“5 Ways Maps Can Shape How We See the World”*

Some ideas!

Create an **ALTERNATIVE MAP** that represents stories, languages, environmental change, community experiences, important places, migration, accessibility, etc.

Create a 3–5 minute **PODCAST** exploring the challenges in mapping: “*Can a map be biased?*”

Some more ideas

Imagine a **VIDEO** exploring your neighbourhood & a creative way to map it. Summarize it, describe three key scenes, and sketch one storyboard.

Draft a **MAP** of your neighbourhood from the perspective of: your pet; your younger sibling; your 6 year old self; a drone; a bee; an ant

Note that it refers to plans for a video but NOT a video.

A storyboard is a perfectly acceptable production task.

A plan for any media production is also valid..

Assessment

- Keep it FUN! — especially at the beginning of the year.
- Diagnostic assessment: observe students' media literacy awareness and skills for future planning

When you are doing these activities, be sure to have fun and use students' responses to diagnostically assess their understanding of media literacy.

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**Media Literacy & Social Studies/Geography
Education**

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<https://aml.ca/>

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