



Media Literacy Integration

Media Literacy & Geography Education

Carol Arcus & Neil Andersen - The Association for Media Literacy

Hello and welcome to Media Literacy & Geography 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 Geography learning.

Media Literacy Integration

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

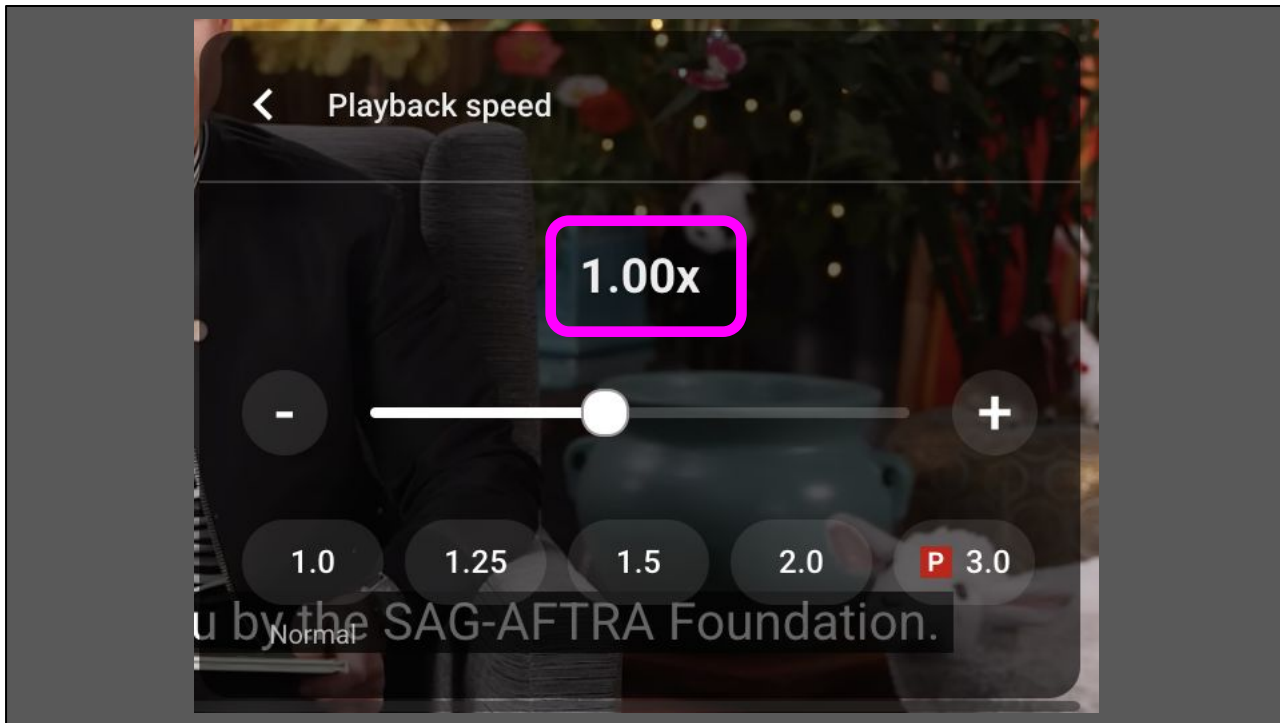
1. YouTube Controls

Speed and Translation

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

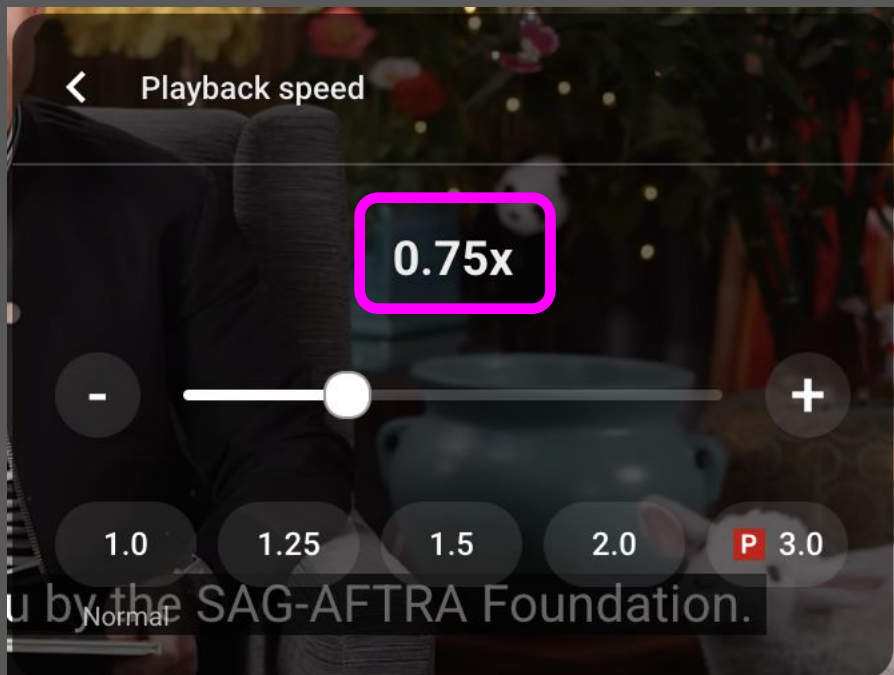


YouTube offers several controls that might serve valuable educational purposes.

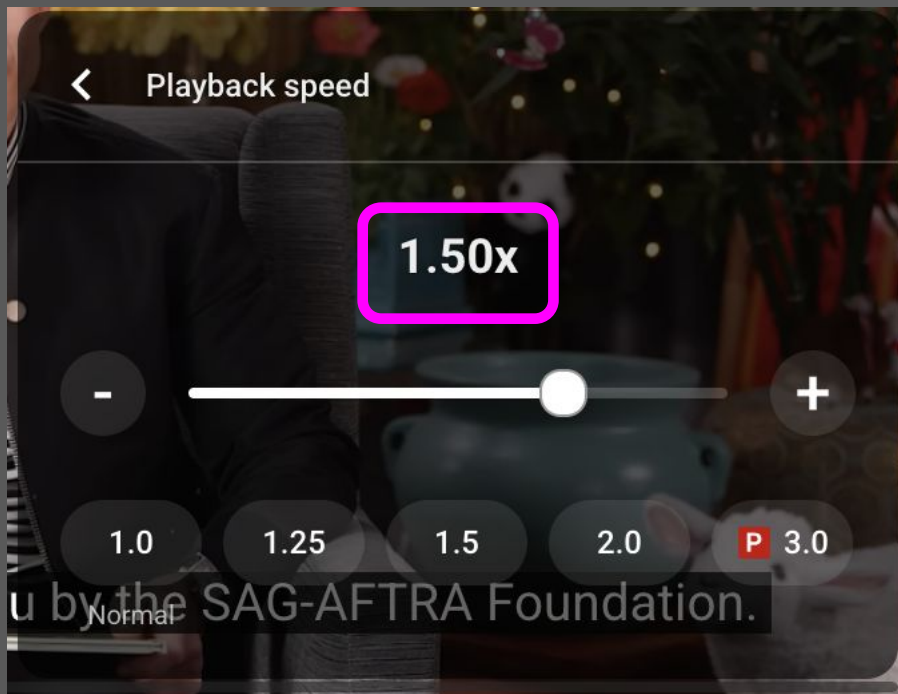


YouTube's speed control offers a useful example of the media literacy concept through and about, where we study both the content and the effects of media.

Through refers to the content of a video, i.e., science; 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.



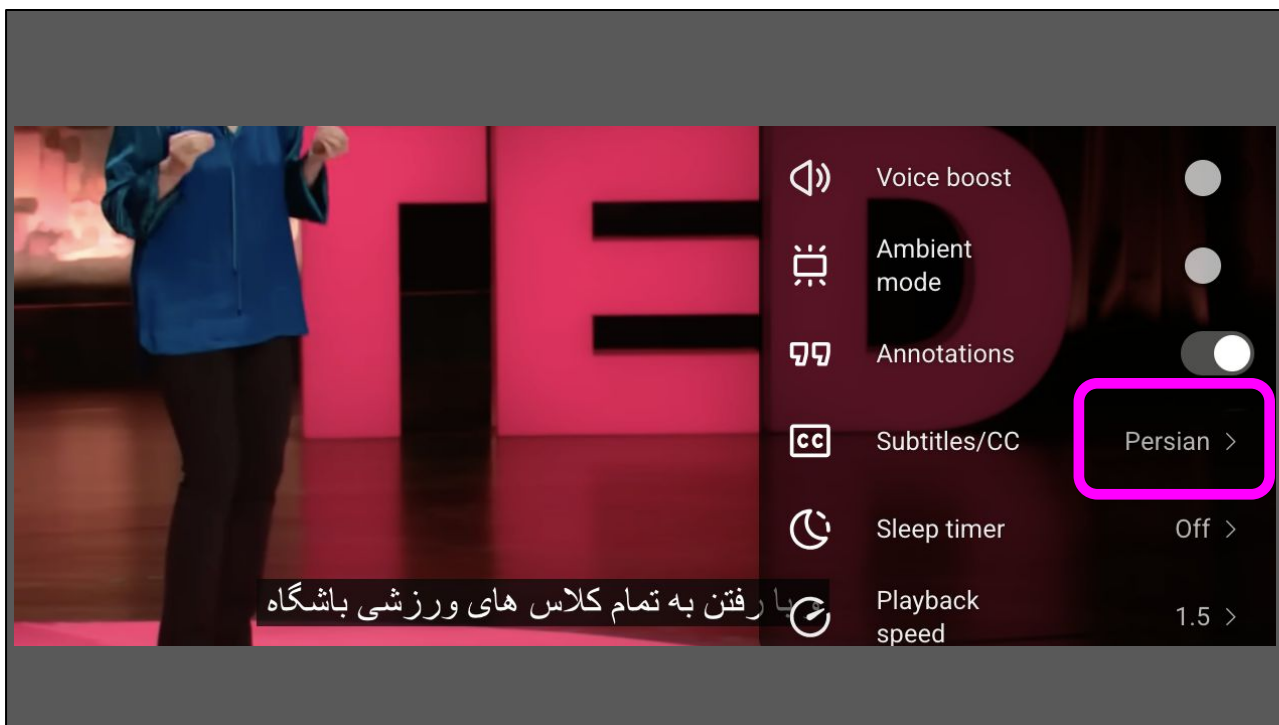
Playback speed can be adjusted up or down for different purposes. Teachers might use the 1.5 speed to preview a video before showing it. If a teacher has a large second-language cohort or the video has a large number of new or challenging words, a video can be shown at .75 speed to make it easier for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



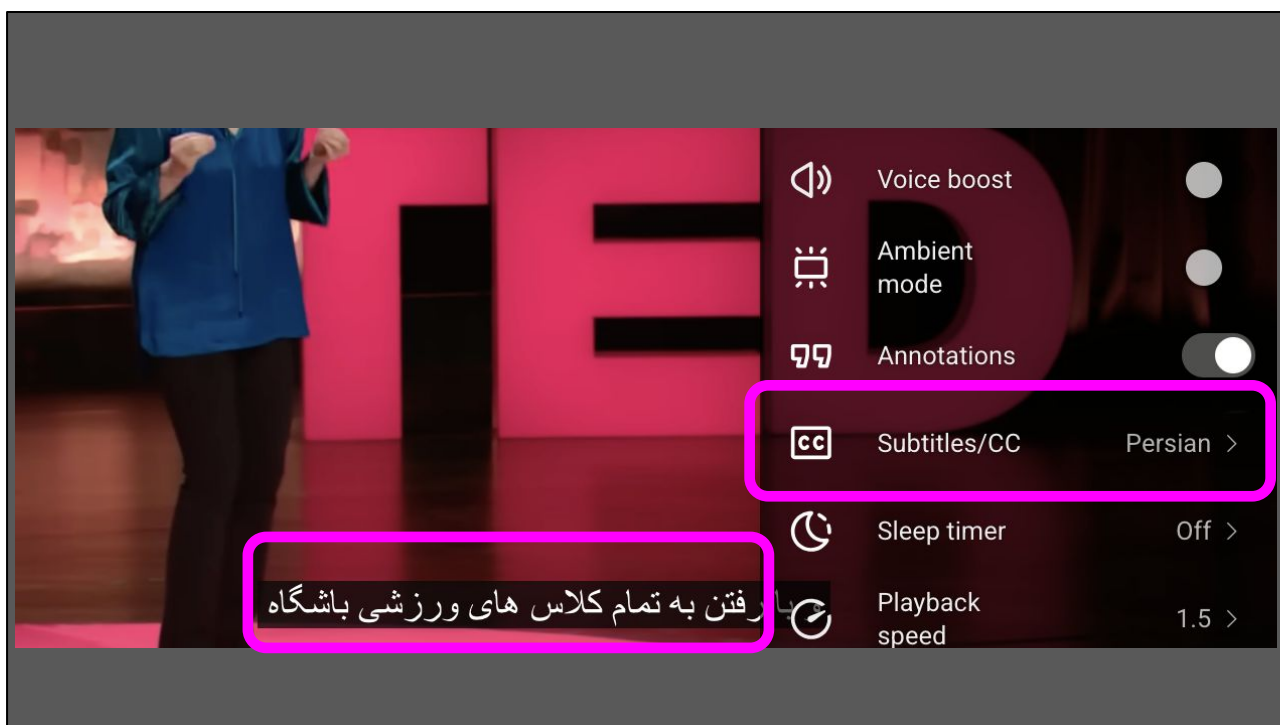
If there is long and ponderous narration and the class is mostly native English listeners, a video can be accelerated to 1.5 speed to match the thinking speed of most listeners.



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 theme. On the left, a grey panel contains the word "Timestamps" in white text. Two white arrows originate from this text and point towards the transcript panel on the right. The transcript panel is titled "Transcript" and has a search bar at the top with the placeholder text "Search in video". Below the search bar is a list of transcript entries, each consisting of a time stamp in a blue box followed by Persian text. The entries are: 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", and 4:24 "اما حالا هر که می‌خواهد می‌تواند این کارها را انجام دهد". At the bottom of the transcript panel, the word "Persian" is followed by a downward-pointing chevron icon.

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"

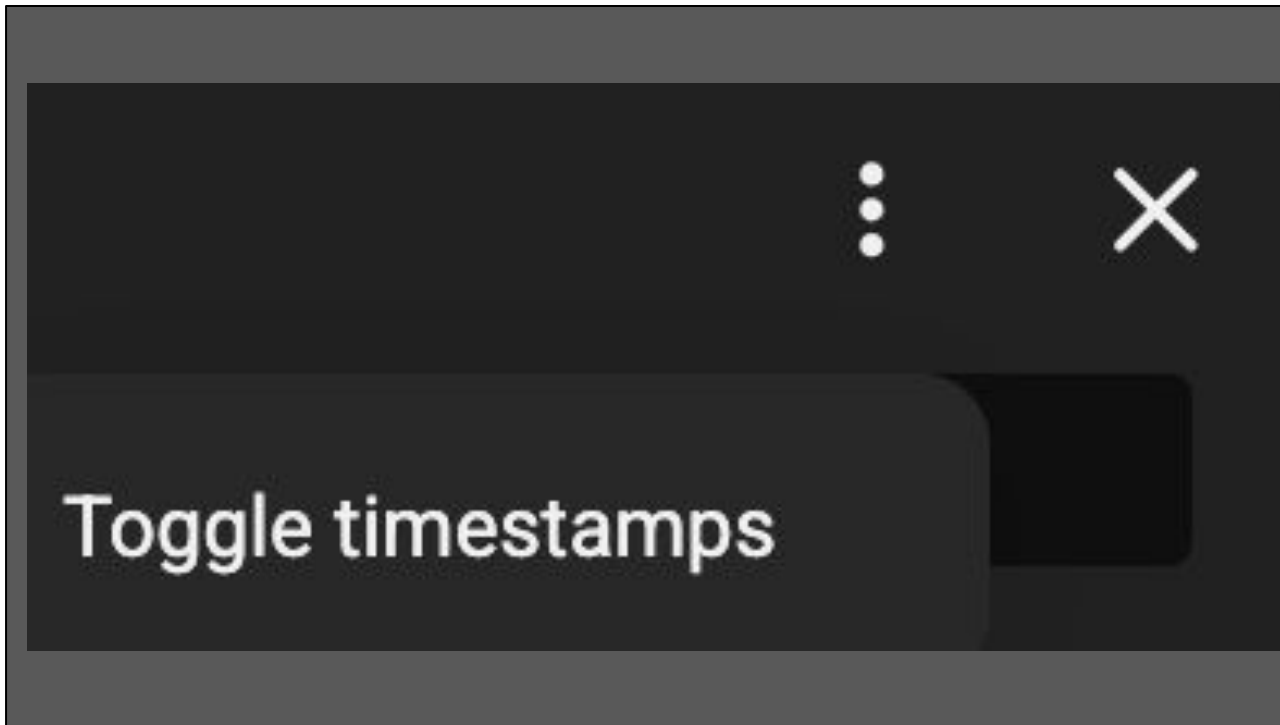
4:24 "اما حالا هر که می‌خواهد می‌تواند این کارها را انجام دهد"

Persian ▾

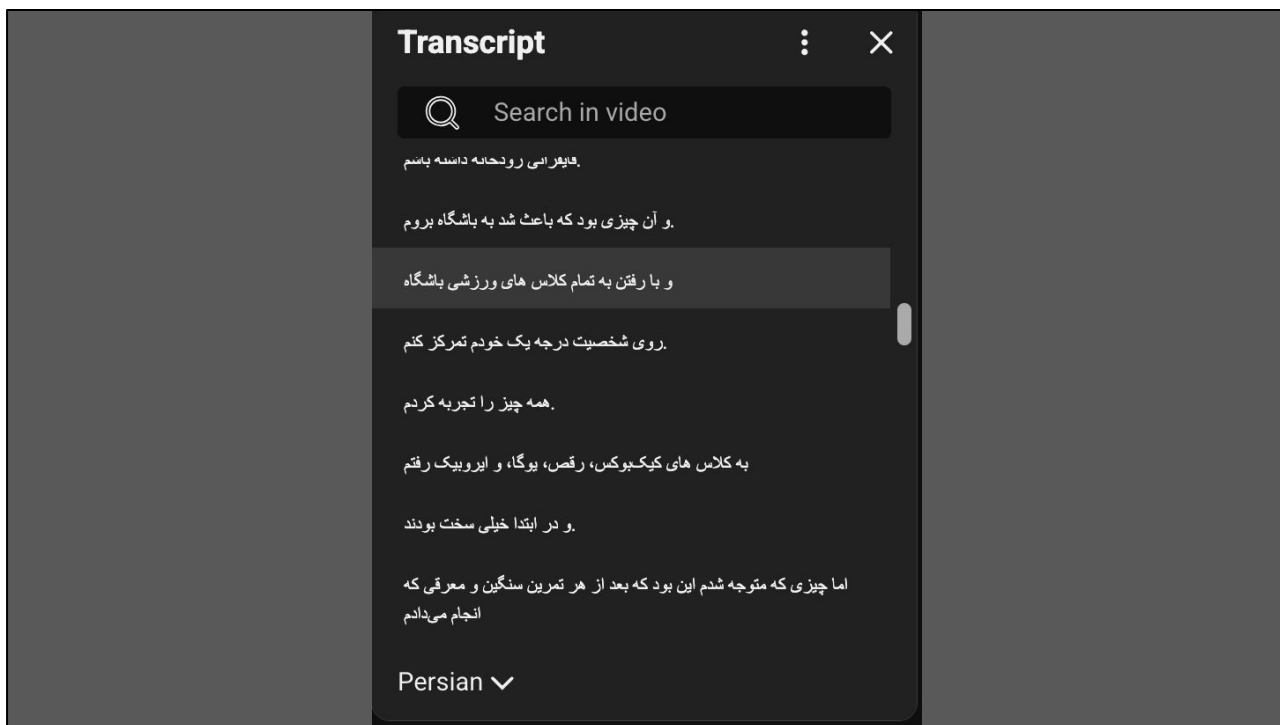
And here you see the Persian transcript.

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.



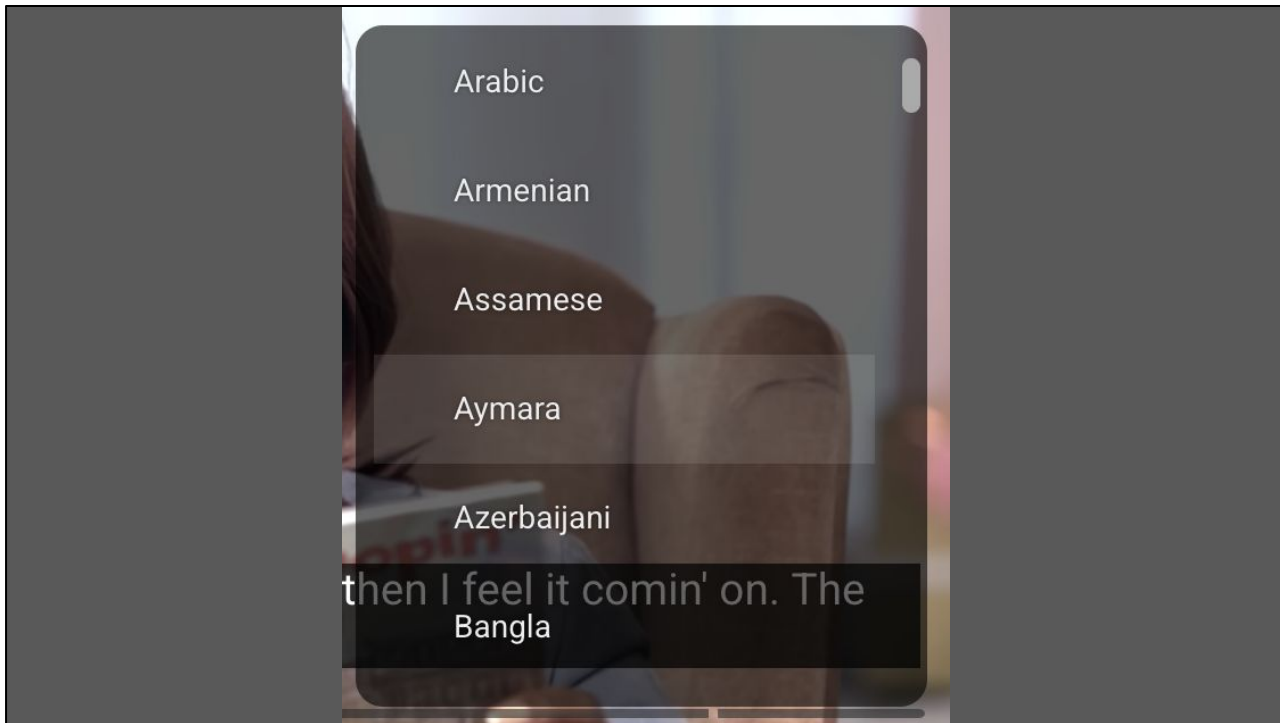
Without the timestamps, the transcript is a stream of text, in this case Persian.

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 them 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 Geography inquiry.

Social Studies (2018) Grades 1 to 6

Strand B. People and Environments: The Role of Government and Responsible Citizenship

*B2. use the social studies inquiry process to investigate **Canadian social and/or environmental issues from various perspectives**, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (p 118)*

So we see that Critical thinking about social & environmental issues is embedded in the Social Studies/Geography curriculum.

This aligns with media literacy concepts.

Inquiry

Compare and contrast 2 *YouTube* videos.

Meet Indigenous Guardians from across Canada [2.19 min]

<https://www.youtube.com/watch?v=qySP2HvY5vg>

The Elements of Mining

<https://www.youtube.com/watch?v=UNsl8Cf6CBw>

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

This deepens understanding of meaning and purpose.

Here, we are using two related but different videos about environmental issues, to encourage compare and contrast - also a powerful pedagogical tool for critical thinking.



Competing perspectives on Environmental issues (Indigenous vs mainstream)

The first is:

Meet Indigenous Guardians From Across Canada

<https://www.youtube.com/watch?v=qySP2HvY5vg>

2:19 minutes

Indigenous Guardians are First Nations-led conservation programs across Canada. Guardians combine traditional knowledge and science to protect lands and waters, monitor development, and restore wildlife and plants.



This is the second:

This Is Mining

<https://www.youtube.com/watch?v=UNsl8Cf6CBw>

2:19 minutes.

Promotional video from The Ontario Mining Association

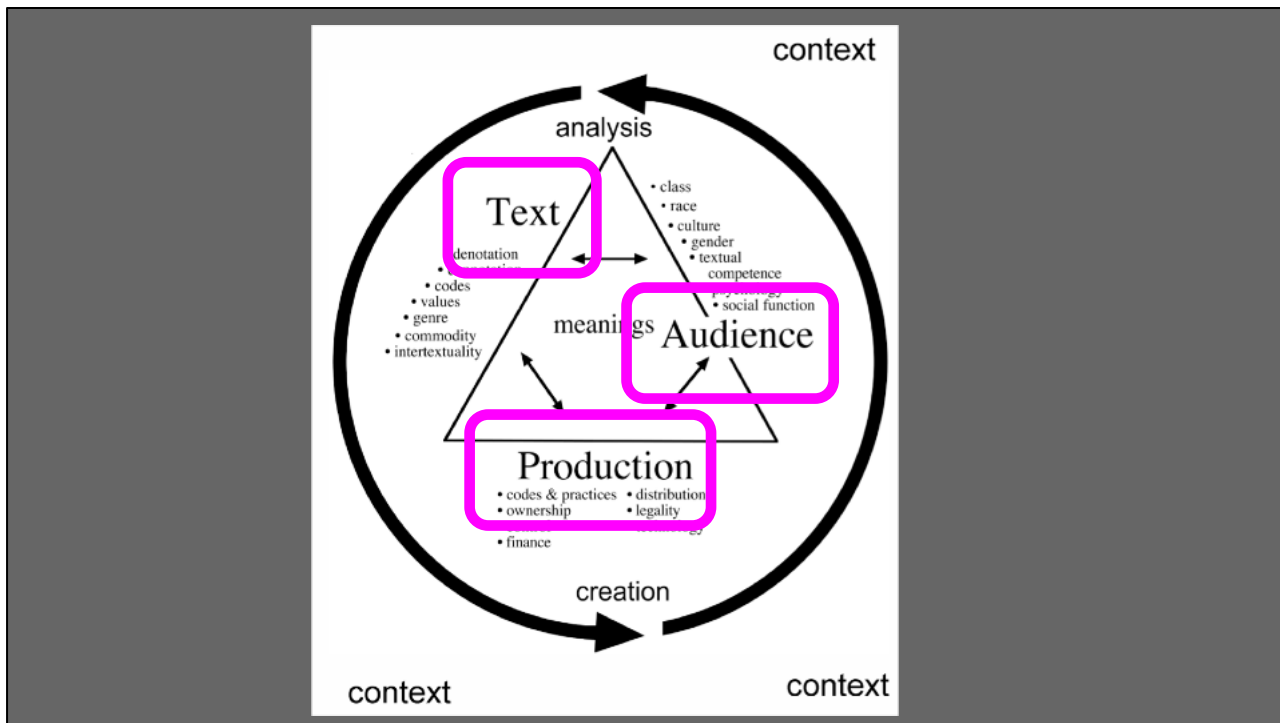
From the blurb: *When someone asks... "What is Mining?"... we know that mining is all of this: Today's Technology. Inclusiveness and Diversity. A Life of Adventure. Care for our Planet. A Legacy of Community Building in Ontario.*

Media Literacy Triangle

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

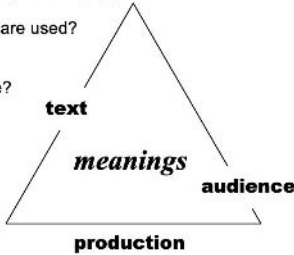
The Media Literacy Triangle is a critical thinking tool for unpacking content, purpose, and audience.

Think about it as a decoder ring.



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

Triangled Questions

- 
1. What kind of media experience is this?
(e.g., tweet, magazine, video, T-shirt, poster, webpage)
 2. What codes and conventions are used?
 3. How are video/audio/images used in this media experience?
 4. What values are promoted?
 5. Whose point of view do the values represent?
 6. Why do or don't I agree with the values?
1. Who produced this media experience?
 2. For what purpose(s) was it produced?
 3. How might knowing the producer and purpose change the meaning?
 4. Who owns the media experience (copyright)?
 5. What rules and laws affect the production of the media experience (e.g. copyright, running time, trademarks)?
 6. What user information does the company collect?
1. Who is the target audience for this media experience?
 2. How and why does it appeal to its target audience?
 3. How does it (not) appeal to me?
 4. How might it include some people while excluding other people?
 5. In what different ways might people use or consume it?
 6. How might it make its audience happy or sad?

<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 ads you have just watched.

Scan the questions for relevance.

Audience

1. How and why does this text appeal to its target audience

[Indigenous? Settlers? 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.

Q 2 asks students to give examples.

Text

1. What codes and conventions are used? *[music; sound effects; scenery]*
2. Are there any stereotypes?

Codes and conventions are strategies that construct theme, message, and effect. “The Q might read: How is natural scenery represented in each video?”

Q 2 is relevant because both videos reference underlying stereotypes about natural environments for different purposes.

Sometimes stereotypes are unintentional; sometimes they are used for effect.

Students need to learn the difference.

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?

This set of Qs consider how, why and by whom a media experience was created.

The purposes of the two videos are very different. They could be correlated to the target audience.

Inquiry

This compare/contrast Triangled 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 it as well as consolidating Geography learning.

Production

A2.6 (Inquiry) p 115 *“communicate the results of their inquiries, using appropriate vocabulary ... and formats.”*

Production is activated in expectation A2.6

Imagine a short **VIDEO** exploring a Canadian environmental issue from different perspectives. Summarize it, describe three key scenes, and sketch one storyboard.

Create an **INFOGRAPHIC** intended to inform citizens about key sides of a controversial environmental topic.

Some ideas!

Note: This VIDEO idea refers to plans for a video but NOT an entire video.

A storyboard is a perfectly acceptable production task.

A plan for any media production is valid..

Hold a **PANEL** discussion exploring perspectives on mining in Canada. Roles might include an Indigenous representative, mining company, environmental advocate, government official, and local resident.

Create a **3–5 minute PODCAST** exploring an environmental issue through different voices, using interviews, narration, music, and sound. Include the 'land' as a voice.

Compose a **RAP** (and/or perform) that expresses a controversial perspective on mining in Canada.

Create a digital or analogue **IMAGE OR SERIES OF IMAGES** with the title, "What is the Land?"

Assessment

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

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<https://aml.ca/>

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