



Media Literacy Integration

Media Literacy & History Education

Carol Arcus & Neil Andersen - The Association for Media Literacy

Hello and welcome to Media Literacy & History 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 History 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 with history

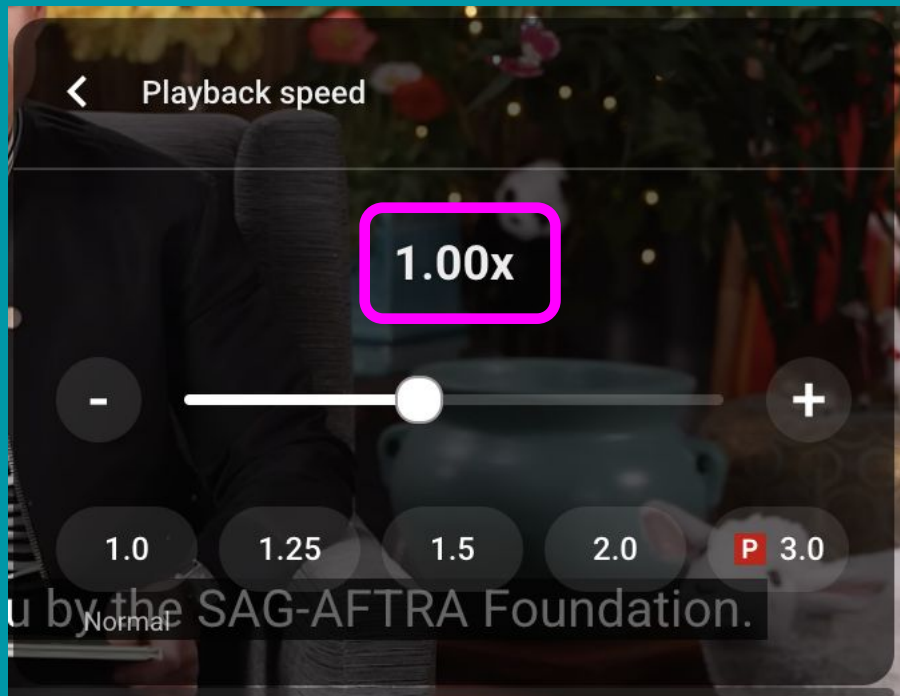
1. YouTube Controls

Speed and Translation

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



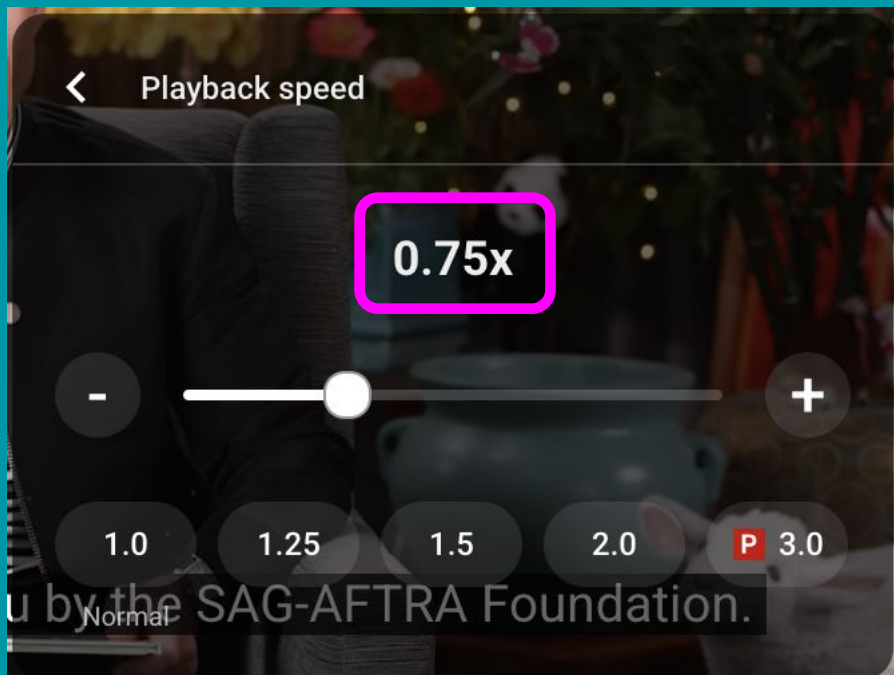
YouTube offers several controls that might serve valuable educational purposes.



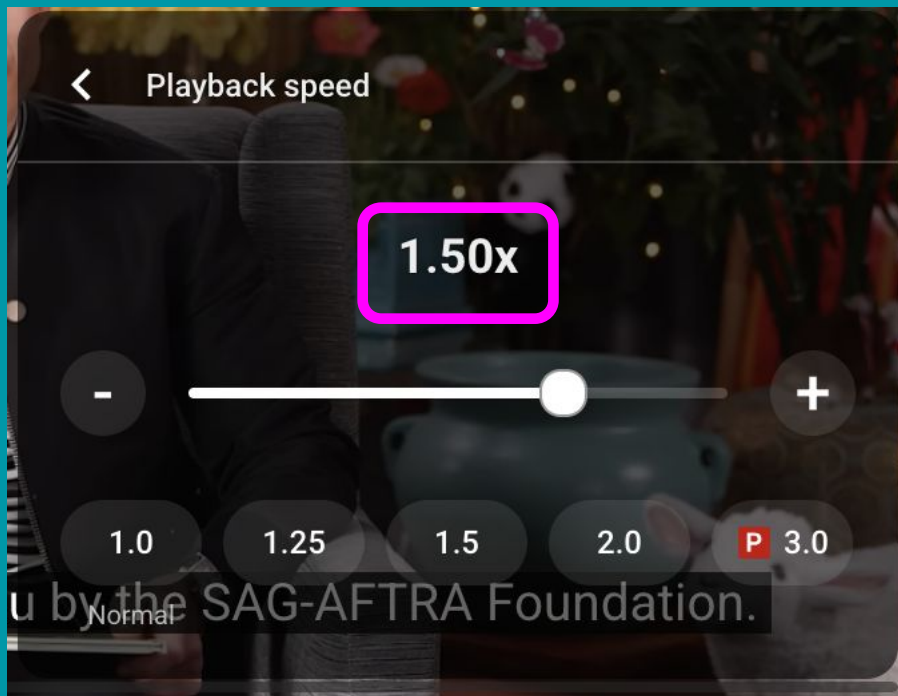
YouTube's speed control offers a useful example of the media literacy concept *through and about*, where we study both the content and the effects of media.

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



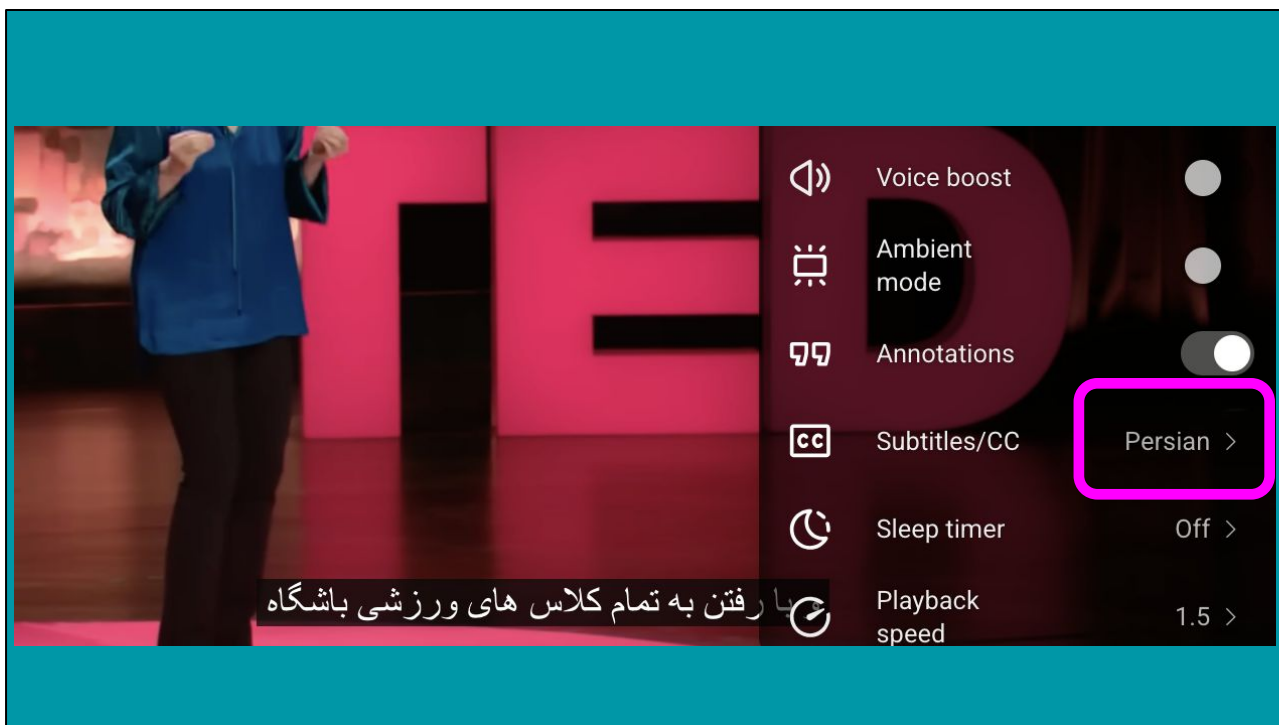
Playback speed can be adjusted up or down for different purposes. Teachers might use the 1.5 speed to preview a video before showing it. If a teacher has a large second-language student cohort or the video has a large number of new or challenging words, a video can be shown at .75 speed to make it easier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



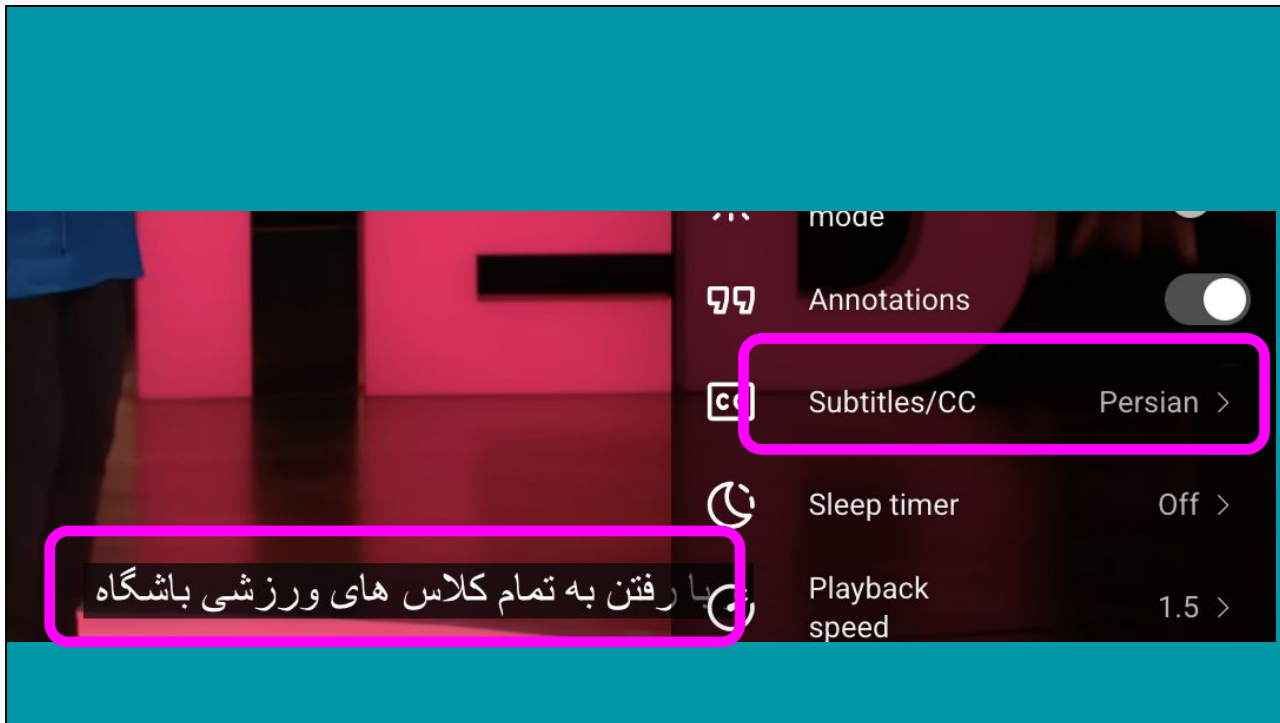
If there is long and ponderous narration and the class is mostly native English listeners, a video can be accelerated to 1.5 speed to match the thinking speed of most listeners.



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 screenshot 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, a list of transcript entries is displayed, each with a timestamp and a line of Persian text. The entries are as follows:

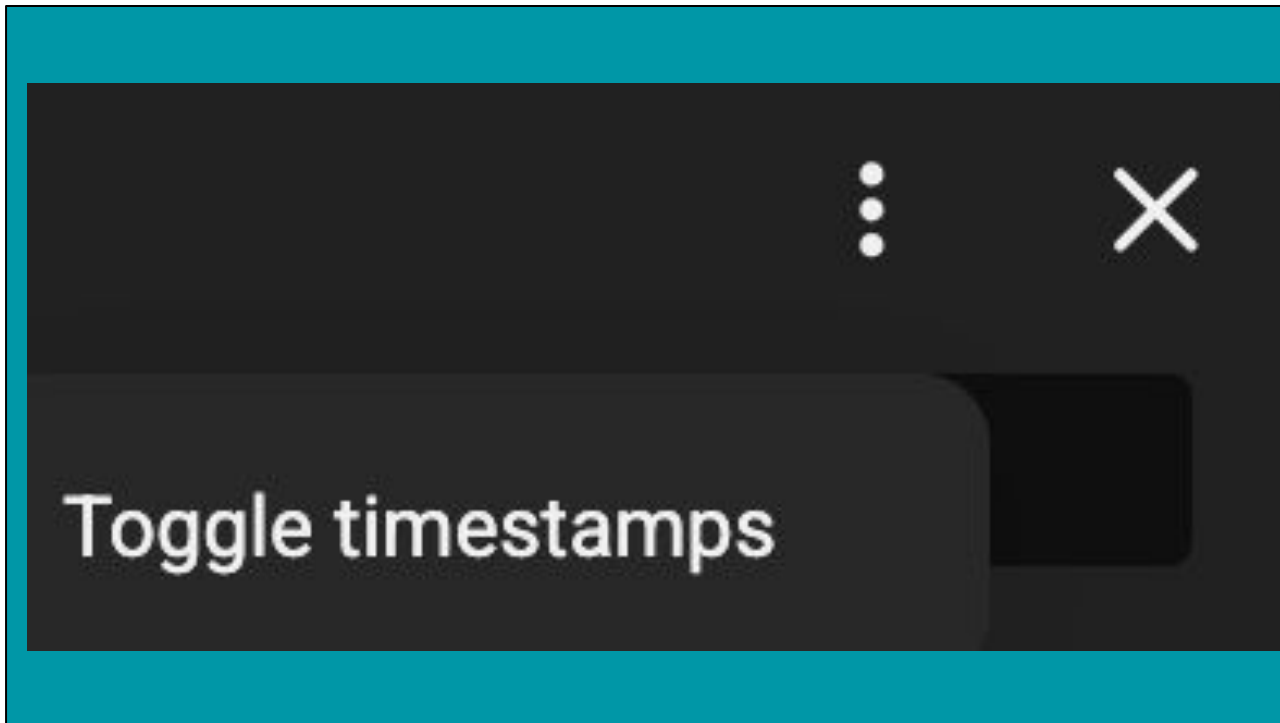
Timestamp	Persian Text
4:06	"قایقرانی رودخانه داشته باشم"
4:07	و آن چیزی بود که باعث شد به باشگاه بروم
4:09	و با رفتن به تمام کلاس های ورزشی باشگاه
4:13	روی شخصیت درجه یک خودم تمرکز کنم
4:16	همه چیز را تجربه کردم
4:18	به کلاس های کیکبوکس، رقص، یوگا، و ایروبیگ رفتم
4:22	و در ابتدا خیلی سخت بودند
4:24	اما حالا هر که میخواد شروع کنه باید بدونه که بعد از ۳ تا ۴ ماه میتونه بدنش رو تغییر بده

At the bottom of the transcript panel, the language is set to "Persian" with a dropdown arrow. On the left side of the image, the word "Timestamps" is written in white text, with two white arrows pointing to the timestamp columns of the transcript entries.

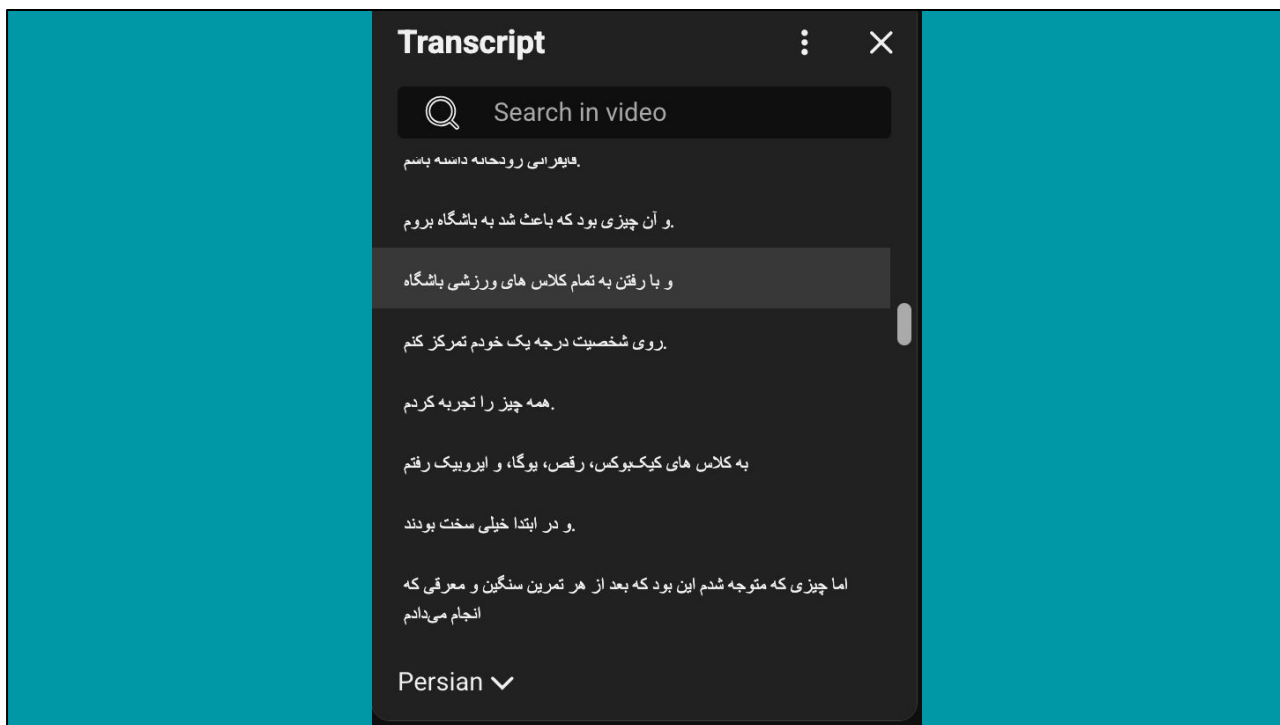
And here you see the Persian transcript.

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 button under the 3 vertical dots.



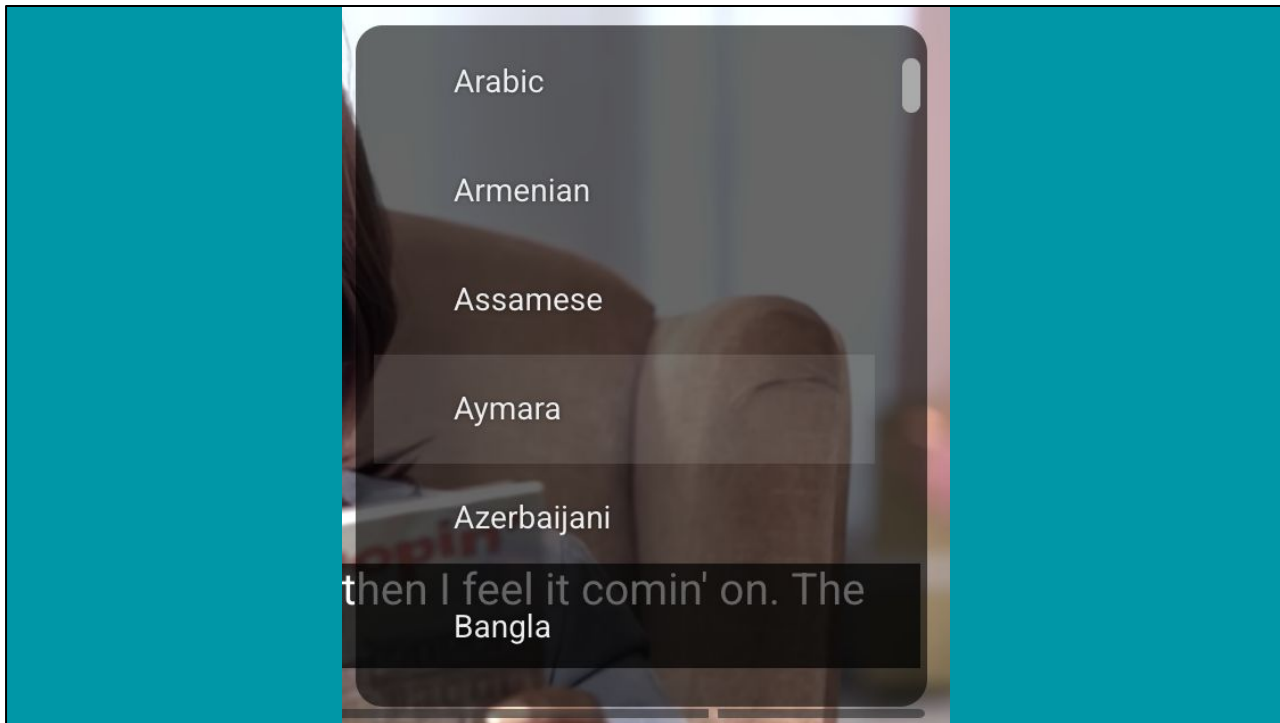
Without the timestamps, the transcript is a stream of text, in this case Persian.

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 media phenomenon?

Through & About

Facts
Concepts
Procedures

Environments
Codes &
conventions
Effects

Because these affordances are **content-agnostic**, they are an **ABOUT** phenomenon: learning **about** the tool or technology used to deliver content.

Teachers should understand **when, how, and why** to use these settings—and empower students to adjust them for their own needs. Exploring different settings as a class can become a **media literacy inquiry**, helping students understand both their **uses and impacts**.

2. Inquiry

Let's consider how YouTube might provide opportunities for media literacy and history inquiry.

A2.3: students assess credibility by considering “**perspective, bias, accuracy, authenticity, purpose, and/or context**” as well as the author's values/expertise.

Can two accounts of the same historical event be different—and both be historically valuable?

The critical thinking strategy is based on expectation History A2.3 (Ontario) and prompts the question, Can two accounts of the same historical event be different—and both be historically valuable?

Compare and contrast 2 *YouTube* videos.

Inquiry

1812: A First Nations Perspective

<https://www.youtube.com/watch?v=YFJfJSBRu-4&t=1s>

1812: A Canadian Perspective

https://www.youtube.com/watch?v=MPQ7eW_24Uo

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

We are using two related but different videos to encourage compare and contrast - a powerful pedagogical tool for critical thinking.

They present an indigenous, and a settler, perspective on the War of 1812.



Here is the first video.

<https://www.youtube.com/watch?v=YFJfSBRu-4&t=1s>



And here is the second.

https://www.youtube.com/watch?v=MPQ7eW_24Uo

Here are 2 others:

NorthWest Rebellion:

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

Did You Know? - The History of Louis Riel

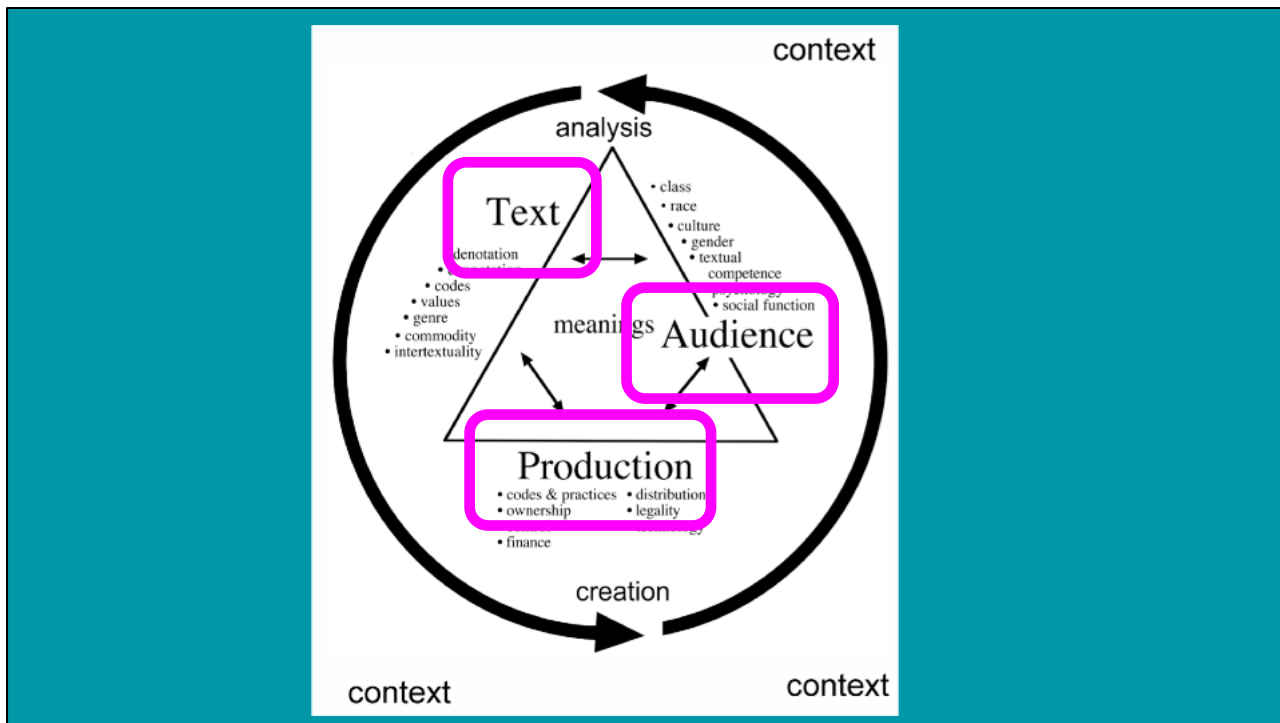
<https://www.youtube.com/watch?v=t5YrtvO7FDs&t=4s>

Now let's look at a handy inquiry tool.

Media Literacy Triangle

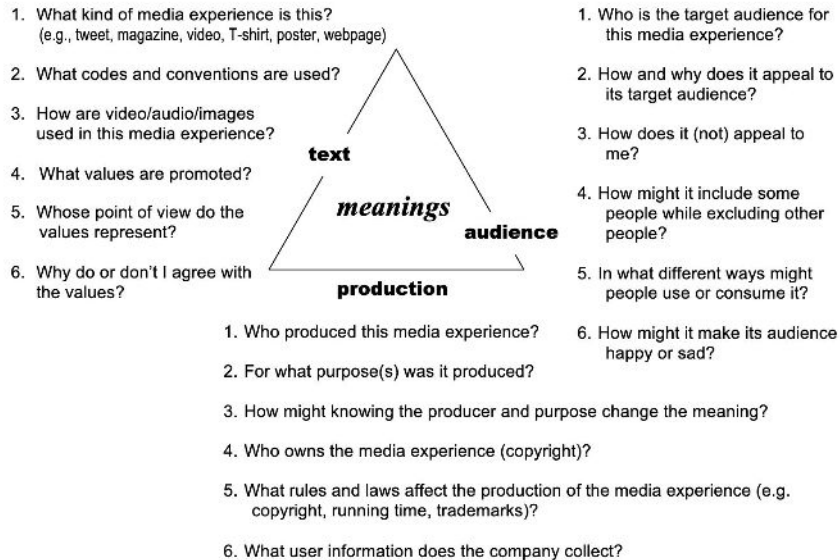
The Media Literacy Triangle is a critical thinking tool for unpacking content, purpose, and audience. It is at <https://aml.ca/resources/essential-framework/> .

Think about it as a decoder ring.



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

Triangled Questions



aml.ca

There are several versions of the triangle on the [aml.ca](https://aml.ca/resources/essential-framework/) website.
<https://aml.ca/resources/essential-framework/>

This is the elementary version.

Teachers (or students) would choose just a few questions from each side.

Never all the questions.

Think about the 2 videos you have watched.

Scan the questions for relevance.

Audience

1. How and why might this video appeal to its target audience **[who is the target]**?
2. How can I tell?

These questions probe **audience appeal**, recognizing that media content is usually constructed for a **target audience**. This implicates bias.

Students might consider factors such as **culture, gender, or age**, and Q2 asks them to provide examples.

When possible, show videos **twice**: first for initial impressions, then again in content of discussion.

Text

1. Who is the speaker representing?
2. What version of the event is constructed? How? Why?
3. For what audience?

These questions explore how a media text or experience is constructed.

For these videos, ask: Whose perspective is represented? Why? How do you know?

What version of the event is constructed, how and why, and for what audience?

Production

- 1. For what purpose(s) were these videos produced?**
- 2. What production techniques were used to produce them?**

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

In these videos, a single speaker addresses the audience: how might this affect the message?

Inquiry

Media contain versions of reality.

This compare and contrast 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**.

So 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/production is an essential part of understanding media as well as effectively consolidating history learning.

Production

B3. describe various significant people, events, and developments, including treaties between Indigenous nations and imperial powers, in Canada between 1800 and 1850, and explain their impact

Media production can be used to address expectation B3.

Production 1

Imagine a historical video you might create about Canada's early history

Create a storyboard that describes the relationship between indigenous people and settlers

Imagine how you might represent their culture. (e.g., still photos, live video, animated video).

Here is one possible production project.

Please 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 valid..

Production 2

Imagine a historical video you might create about Canada's early history

Create a storyboard that describes an interview with a settler or indigenous person. This person might be your age.

Imagine how you might represent their culture (still photos, live video, animated video, green screen).

What speech and actions might the actor portraying the settler or indigenous person use?

Here is a second possible production project.
It is similar but could be more personal and fun.

Assessment

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

Curriculum sources used

P 23-24 -

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

Inquiry process - History:

1. Formulating questions — Develop questions that guide the investigation and determine what information, evidence, or data is needed.
2. Gathering and organizing information, evidence, and/or data — Locate, select, organize, and assess relevant sources and information.
3. Interpreting and analysing information, evidence, and/or data — Examine evidence and information to identify ideas, patterns, relationships, perspectives, and meaning.
4. Evaluating information, evidence, and/or data and drawing conclusions — Assess the quality and strength of evidence and analysis and develop conclusions that can be supported by that evidence.
5. Communicating findings — Present findings in a form appropriate to the inquiry and “to the intended audience.” The curriculum notes that communication occurs throughout the inquiry process,

1. not just at the end.

See connection between #2-4 above, and the Triangle questions.

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Way of thinking about history: “apply the historical inquiry process, gathering, interpreting, and analysing historical evidence and information from a variety of primary and secondary sources in order to investigate and make judgements about issues, developments, and events of historical importance.”

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<https://aml.ca/>

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