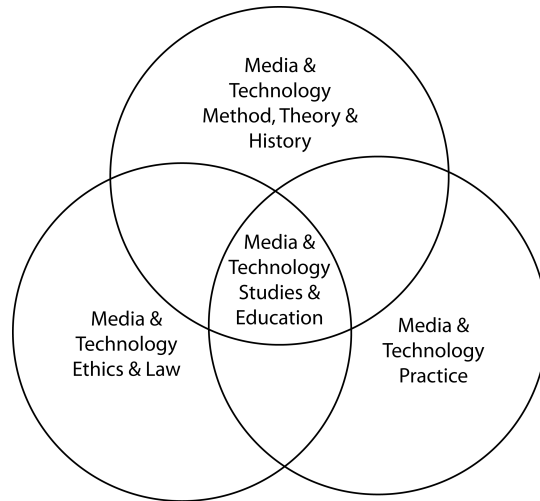




ETEC 531
(Curriculum issues in) Cultural & New Media Studies
EDCP 481
Media Studies (Across the Curriculum)

Lecture Notes
S. Petrina (9 July 2018)



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Module 5: Academic Freedom / Teaching

9. Academic Freedom & Authority Over Curriculum (Can I Teach What I Want?)

- a. *Academic Freedom Questionnaire*
- b. *Charter of Rights & Freedoms*
 - i. <http://www.pch.gc.ca/pgm/pdp-hrp/canada/frdm-eng.cfm>
 - ii. Youth Guide
- c. *BC School Act*, Educational Program Guide Order, Section 168 (2)(e)
 - i. <http://www.bced.gov.bc.ca/legislation/schoollaw/e/m333-99.pdf>
 - ii. Under the authority of the *School Act*, Section 168 (2)(e): The minister may make orders for the purpose of carrying out any of the minister's powers, duties, or functions under this Act and, without restriction, may make orders governing educational resource materials in support of educational programs. See the *School Act* for further information.
- d. *Manual of School Law*
 - i. <http://www.llbc.leg.bc.ca/public/pubdocs/bcdocs/372205/>
- e. Intellectual Freedom
 - i. Dresang (2006, p. 169): freedom to think or believe what one will, freedom to express one's thoughts and beliefs in unrestricted manners and means, and freedom to access information and ideas regardless of the content or viewpoints of the author(s) or the age, background, or beliefs of the receiver.
 - ii. BCLA Statement on Intellectual Freedom
 1. <http://www.bcla.bc.ca/IFC/default.aspx>
 1. It is in the interest for libraries and librarians to make available the widest diversity of views and expression, including those which are unorthodox or unpopular with the majority.
 2. It would conflict with the public interest for libraries to establish their own political, moral or aesthetic views as the sole standard for determining what books and other materials should be published or circulated.
 3. It is contrary to the public interest for libraries or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliation of the author.
 4. There is no place in British Columbia for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of the writers to achieve artistic expression.
 5. It is not in the public interest to force a reader to accept any book with the prejudgment of a label characterizing the book or author as subversive or dangerous.
 6. It is the responsibility of library administrators and librarians, as guardians of the peoples' freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.
 7. It is the responsibility of libraries and librarians to give full meaning to intellectual freedom by providing books and other materials that enrich the quality of thought and expression. By the exercise of this affirmative

responsibility, librarians can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

8. Non-book materials should be judged by the same criteria as books.

f. Teacher Autonomy

- i. Pearson & Moomaw (2006, p. 46): Teachers believe that (a) they are qualified authorities in the instructional process because they have considerable expertise in specialized fields, (b) they have a right to organize the learning process according to their own choosing, and (c) the network of impersonal school rules stops at the classroom door because teachers formulate personalized flexible rules, which allow them to operate within their classrooms as they see fit.
- ii. Hyslop-Margison & Sears (2010, p. 12): Teachers cannot be expected to prepare autonomous, reflective and politically engaged citizens unless they possess the professional autonomy and political freedom to act as role models for their students. Professional autonomy for teachers is not merely a fundamental requirement of quality education, but for creating students who become engaged and politically active democratic citizens. In the final analysis, the neo-liberal policies seeking to de-professionalize teaching are actually creating an inefficacious and unethical situation that undermines teacher confidence, vocational ownership and the advancement of robust democratic schooling practices. (p. 12)
- iii. Naylor & BCTF (2011, p. 21): In terms of their responsibilities as autonomous professionals, teachers might take some time to consider issues of judgment, and how the private and public spaces for dialogue could be used to consider moral, ethical, and pedagogical issues in teaching. By initiating such discussions, teachers will be better positioned to move the autonomy debate away from those who wish to narrow its focus and establish their control, and shift it into a more prominent focus within the professional discourse of teachers.

g. Precedent Cases

- i. Student rights
 1. Bong HiTS for Jesus case
 2. Tinker Case
- ii. Teacher rights
 1. Cissy Lacks Case
 - a. Cissylacks.com

h. Course Cases

- i. Social Justice 12
http://www.bced.gov.bc.ca/irp/pdfs/social_studies/2008socialjustice12.pdf
 1. Piloted in 2007; approved for 2008 school year
 - a. Abbotsford Case Study
<http://www.vancouversun.com/friendly+course+halted+Abbotsford+school+board/813188/story.html>
 2. *Vancouver Sun*:
 - a. The case began in 2008 when Murray and Peter Corren filed a complaint with the B.C. human rights tribunal over a school

board decision to remove Social Justice 12 from the curriculum at W.J. Mouat secondary. That led to a student protest and prompted the Correns to file a human-rights complaint on behalf of Abbotsford students and parents, alleging discrimination on the basis of sexual orientation.

- b. The board relented and allowed the course but said students must have parental consent, which prompted the Correns to expand their complaint. The human-rights tribunal ordered a hearing to consider the evidence but instructed the Correns to better define the group they claimed to represent, saying it was overbroad and inappropriate.

<https://vancouversun.com/news/staff-blogs/court-wont-halt-human-rights-case-over-social-justice-12>

- ii. First Nations Studies 12

1. http://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=Social_Studies&course=B.C._First_Nations_Studies_12&year=2006

10. Teaching Controversial (Media) Issues

- a. Bias and Position

- b. What makes an Issue Controversial?

- i. Nearly every controversy turns around 3 questions (Clarke, 1993)

1. Values
2. Information
3. Concepts

- ii. e.g., Sanich teacher

1. <http://www.theglobeandmail.com/news/news-video/video-bc-teacher-suspended-after-showing-risque-christmas-video-to-grade-4-class/article6596573/>
2. <http://www.theprovince.com/entertainment/Teacher+suspended+showing+racy+video+elementary+students/10958539/story.html>

- iii. e.g., Miley Cyrus and youth expression

<http://www.cbc.ca/player/Radio/The+Current/Full+Episodes/2013/ID/2410850491/?page=14>

- iv. e.g., Two Teachers One Chair

1. Raw Video <http://www.funnyordie.com/videos/87cdc06a84/two-teachers-one-chair>
2. News Report #1 <http://www.youtube.com/watch?v=jDCZM3kfHBs>
3. News Report #2 <http://www.youtube.com/watch?v=DMcZ--ktGcI>
4. News Report #3 Carbert (2010)

c. Teaching Controversy / Controversial Issues (and not getting fired)

- i. Four steps

1. Approval: Seek pre-approval for introduction of controversial materials
2. Lesson Plan or Media Study Guide : Prepare a formal lesson plan or MSG and formalize any handouts, activities, etc.
3. Methods: Adopt the controversial issues framework.
 - a. Follow-up: Follow-up with subsequent lessons.

4. Copyright: Use legal copy of image (e.g., video), text or sound (e.g., song)
- ii. Methods
 1. Controversial Issues Method
 - a. Method is Protective or Proactive
 - b. Method is Productive
 2. Controversial Issues Method Framework (Clarke, 1993; Werner & Nixon, 1990)
 - a. Issues
 - b. Arguments
 - c. Assumptions
 - d. Manipulations

Criteria that characterize a controversy:

- There are competing views and interests
- People disagree strongly about statements, assertions or actions
- There is sensitivity
- Emotions become strongly aroused

Controversial issues form around:

- What has happened
- The cause of the present situation
- The desirable ends to work towards
- The appropriate course of action to be taken
- The likely effect of action

Controversial Issues Framework

What is at Issue?		
Identify and Clarify Central Value Questions	Identify and Clarify Central Empirical Questions	Identify and Clarify Central Conceptual Questions
What should be done? What is the alternative? Is X better than Y?	What is the case? What was the case? What will be the case?	What is X? How is X to be defined? What is the meaning of Y?
What are the Arguments?		
Clarify the Value Claims	Clarify the Empirical Claims	Clarify Conceptual Claims
What is the argument for X? What is the argument against X?	What evidence is there for X? What evidence is there against X?	Does the evidence for X match the argument for X? Does the evidence against X match the argument against?
What is Assumed?		
What Attitudes are Assumed?	Whose Voice is Heard?	What Points of View are Assumed?
Are prejudice attitudes present? Ethnocentrism? Racism? Parochialism?	Insiders? Outsiders? Experts? Lay public?	Personal? Institution? Region? Academic subject area?
How are the Arguments Manipulated?		
What groups are Involved?	How are the Media Involved?	What Strategies are Used?

What are their interests?
What are their rationalizations?

News?
Documentary?
Internet?
Alternative media?

Unfairly attacking opponents?
Reducing complex issues?
Using loaded language or
exaggeration?

- iii. Values Clarification
 - 1. Prizing beliefs & behaviours
 - 2. Choosing beliefs & behaviours
 - 3. Acting on beliefs
- iv. Controversies (Fountain, 1997)
- v. Critical Modules & Normative Units

d.

11. Course & Resource Approval (Can I Use Any Resources I Want?)

- a. Sociology of Curriculum
 - i. What makes a discipline a discipline?
 1. Methodology
 2. Specialist Discourse
 3. Academic Freedom
 4. Knowledge Base
 5. Status
 - ii. An Inclusive Curriculum?
 1. Curriculum as a Vehicle to Outcomes, Key Concepts, Literacies, Skills
 2. Curriculum as Object Lessons or Demonstrations of Key Aspects & Concepts, Literacies, Skills
 3. Media Studies as Integration
 4. Media Studies as Course
 - iii. Sociology of BC Curriculum
 1. There are nine official “curriculum subject areas” identified by the BC Ministry of Education
 2. Why nine? Why these nine? Should there be more than nine? If so, which subjects ought to be included among the “official subject areas”? What are the realities of integrating the “cross-curricular outlines”?
 3. The challenge of integrating “cross-curricular outlines” in every IRP also provide a major challenge
 - 4.
- b. *BC School Act*, Educational Program Guide Order, Section 168 (2)(e)
 - i. <http://www.bced.gov.bc.ca/legislation/schoollaw/e/m333-99.pdf>
 - ii. Under the authority of the *School Act*, Section 168 (2)(e): The minister may make orders for the purpose of carrying out any of the minister’s powers, duties, or functions under this Act and, without restriction, may make orders governing educational resource materials in support of educational programs. See the *School Act* for further information.
 - iii. BC Ministry Policies <http://www.bced.gov.bc.ca/policy/>
 1. IRPs <http://www.bced.gov.bc.ca/irp/welcome.php#>
- c. BC Graduation Requirements
 - i. http://www.bced.gov.bc.ca/exams/handbook/0910_Handbook.pdf
- d. Learning Resources: Provincial Approval Process
 - i. <http://www2.gov.bc.ca/gov/topic.page?id=DC9401C851A24DD2AAE338F40460D69E>
 - ii. https://www.bced.gov.bc.ca/irp_resources/
 - iii. <http://www2.gov.bc.ca/gov/topic.page?id=8E1E0D844AD14A9C88D4227013669AFA&title=Learning%20Resources%3A%20Challenges%20to%20the%20Use%20of%20Recommended%20Learning%20Resources>
- e. Board Authority / Authorized (BAA) Courses
 - i. <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/board-authority-authorized-courses>

- ii. http://www.bced.gov.bc.ca/graduation/board_authority_courses.htm
- iii. BAA Course Search
 - 1. <https://dsweb.bcsta.org/docushare/dsweb/View/Collection-11276>
- f. Resource Approval
 - i. *Evaluating, Selecting and Acquiring Learning Resources Guide*
 - 1. http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf
 - 2. http://www.bcerac.ca/resources/whitepapers/docs/ERAC_WB.pdf
 - 3. Educational Resource Acquisition Consortium
 - 4. <http://www.bcerac.ca/>
 - ii. SD71 Example
 - 1. <http://sd71.bc.ca/sd71/sbo/policy.php>
 - 2. http://www.sd71.bc.ca/sd71/policy_manual/manual/7016R1.pdf
 - 3. http://www.sd71.bc.ca/sd71/policy_manual/manual/7016R2.pdf
 - iii. BC School Trustees Association
 - 1. <http://www.bcsta.org/search&policyid=20113>
 - iv. SD23 Example
 - 1. <http://www.sd23.bc.ca/PolicyHandbook/>
 - 2. “Appeals Related to Instructional Resource Materials”
 - v. Media Awareness Network
 - 1. <http://www.media-awareness.ca/>
 - vi. Acceptable Use Policy
- g. Cases Re: Resource Approval
 - i. Montreal Teacher Suspended for Showing Jun Lin Video (June 2012)
 - 1. <http://www.cbc.ca/news/canada/montreal/story/2012/06/13/video-lin-killing-magnotta-montreal-teacher-suspended.html>
 - 2. Students had voted with a show of hands on whether to watch the video and the result was approximately 22 to 3 in favour. Those who voted against remained in the class anyway, and viewed it. The teacher apparently fast-forwarded through some of the video.
 - ii. BC Teacher Suspended after Showing Christmas video to Grade 4 class (19 December 2012)
 - 1. The [LGBT] video was meant to raise awareness about sexual diversity and to prompt discussion on transgenderism.
 - 2. <http://bc.ctvnews.ca/teacher-suspended-for-showing-kids-drag-queen-christmas-video-1.1086418>
 - 3. <http://www.vancouversun.com/entertainment/movie-guide/Vancouver+Island+teacher+suspended+showing+Grade+students/7728460/story.html>
 - iii. Amanda Todd Video and Suicide (Amanda Todd was a 15-year old Port Coquitlam high-school student) (10 October 2012)
 - 1. By 15 October, Amanda Todd’s tragic video registered 20 million views.
 - 2. Given the extreme sadness and gravity for students, BC teachers began to write lessons around the video, honoring the young teen’s wishes that she be remembered educationally.

3. BC Ministry issued a Memo to all school districts (14 October 2012), advising teachers not to show her video: showing the video “does not help to address (bullying or suicide) issues” and that “some students may have purposely avoided watching it because they know it could be a trigger for them.” The minister said he expects teachers will exercise their own autonomy, and admits most students have likely already seen it.
4. The president of the B.C. Teachers' Federation says a government memo urging teachers not to show Amanda Todd's YouTube video in class ignores the reality that many kids have seen the video and need to talk about it. "(Teachers) should have the ability to make that decision themselves," said BCTF president Susan Lambert. "We know that that video has gone, as they call it, viral. We know that kids have looked at that video. It's far too late now to try to ignore this situation." <http://www2.canada.com/vancouversun/news/story.html?id=4a5c38e4-ba06-440a-b68a-acf9fb382c14>
5. <http://www.cbc.ca/news/canada/british-columbia/story/2012/10/22/bc-amanda-todd-video.html>
6. Registered clinical counselor Tabasom Eblaghie, who specializes in bullying and suicide, disagrees with the province's expert advice – she says it's important to keep talking. “Dialogue is always good. We do need to be having conversations about this,” Eblaghie said. “At the same time, who's holding these conversations? And are they equipped to be holding these conversations with these children? Are there messages being given to them that actually could be dangerous to them?” <http://bc.ctvnews.ca/teachers-urged-not-to-show-students-todd-video-1.1006494#ixzz2JCa9o6Oj>
7. Sensing that the media had covered the story in dramatic ways and with fear that the coverage would generate more suicides, a motion passed on 27 November 2012 by the VSB urges the BC Press Council and Canadian Association of Broadcasters to ensure “province-wide adherence” to suicide-coverage guidelines recommended by the Canadian Psychiatric Association:

That the Vancouver Board of Education (VBE) write to the BC Press Council, the BC Association of Broadcasters and Canadian Association of Broadcasters asking them to adopt and ensure province-wide adherence to best practices for media coverage of suicide deaths, as outlined in currently available guidelines, such as the Canadian Psychiatric Association, the Canadian Association for Suicide Prevention and the US Centres for Disease Control and that the board issue a news release calling on BC media outlets to comply with the guidelines published by the above agencies.

8. Supreme Court Decision:
<http://www.lexisnexis.ca/documents/2012scc46.pdf> and
<http://www.scc-csc.gc.ca/case-dossier/cms-sgd/sum-som-eng.aspx?cas=34240>

- iv. *Put on Something Sexy* Flipbook (February-March 2013)
http://orders.catie.ca/product_info.php?products_id=25762
 1. Graphic Sexual Flipbook Angers BC Mom
<http://www.cbc.ca/news/canada/british-columbia/story/2013/02/28/bc-sexual-education-flipbook.html>
 2. Mom Upset by Sex-Ed Book
<http://www.vancouversun.com/health/upset+book/8027906/story.html>
 3. BC Mother Furious http://news.nationalpost.com/2013/03/01/b-c-mother-furious-after-son-brings-home-graphic-sexual-flip-book-from-school/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+NP_Top_Stories+%28National+Post+-+Top+Stories%29
 4. Prompts District Review
<http://www.nanaimobulletin.com/news/194054401.html>
 5. Aids Vancouver Island response
<http://avi.org/blog/ericb/2013/03/04/aids-vancouver-island-responds-distribution-safer-sex-education-material>
- v. *Love is All You Need?* + YouTube version.
 1. Increasingly, teachers are wanting to do something but do not necessarily know what to do or how to protect themselves from making a mistake in the selection of resources. For instance, on 29 May 2013, a Winnipeg teacher at École Julie Riel in St. Vital showed a popular anti-bullying movie titled *Love is All You Need?*, using the YouTube version. It's a professionally produced movie with a powerful message. Writer and director Kim Rocco Shields defended the movie, noting that "it was created to open eyes of more adults and maybe teenagers, late teens, that couldn't really grasp the idea of why kids were being bullied and why kids were taking their own lives." Contemplating an edited version for use in schools, she reported that "some of the experts said, right then and there, we must change the ending so it's more uplifting." View with caution, as the original ending is explicitly sad and violent.
 2. It turned out that a student fainted in class and the boy's parents became quite upset. The boy's father was straightforward: "A teacher chose something that was viewed that was not part of the official curriculum." Superintendent Duane Brothers called the video "clearly inappropriate," noting that "it's a reminder to administration that the use of any material needs to be reviewed and policies taken into consideration." (Winnipeg Free Press)



vi. Energy & Economics

1. *An Inconvenient Truth* (Surrey SD 36 controversy)
 - a. BCTF Announcement of Classroom Resource
<https://bctf.ca/publications/NewsMagArticle.aspx?id=12432>
 - i. A copy of the DVD of Al Gore's Oscar-winning documentary, *An Inconvenient Truth*, will be distributed to all public secondary schools in BC.
 - ii. Gregor Robertson, Member of the Legislature for Vancouver Fairview and founder and former CEO of Happy Planet Foods, had the vision for the project. He brought together Tides Canada Foundation, Paramount Pictures, and Novex Couriers in this unique initiative to raise awareness about global warming among BC youth.
 - b. CBC <http://www.cbc.ca/news/canada/british-columbia/inconvenient-truth-raises-questions-in-b-c-school-district-1.672920>
 - i. A Surrey school trustee has put forward a motion asking that the *The Great Global Warming Swindle* be distributed as a companion to Al Gore's global warming documentary *An Inconvenient Truth*.
 - c. *National Post*
<http://www.nationalpost.com/news/story.html?id=f7806f79-bf1f-4bd1-8d33-c904feb71047>
 - d. <http://www.sd36.bc.ca/general/news/2007/inconvenienttruthdvd.html>
2. *This Changes Everything* (Naomi Klein & Avi Lewis) + *Energy IQ*
 - a. Canadian Geographic
http://www.canadiangeographic.ca/magazine/jun13/energy_in_canada.asp
 - b. CAPP <http://www.capp.ca>
 - c. Students' Response / Petition
http://www.wearepowershift.ca/high_school_1?utm_source=ourclimate&utm_medium=email&utm_campaign=capp_all_2
 - d. *Vancouver Observer*
<http://www.vancouverobserver.com/environment/capp-funded-energy-iq-project-tour-canadian-schools-fall>

- e. Pump Jack Writes Curriculum
<http://blogs.ubc.ca/criticaleducation/2013/11/15/students-say-were-young-not-stupid-keep-big-oil-out-of-our-schools-bced-yteubc-bcpoli-davidsuzuki-occupyeducation/>
- 3.