



Media Studies (Across the Curriculum)

EDCP 481.951

University of British Columbia

Summer 2a 2022 @ Blended / Hybrid

<http://blogs.ubc.ca/etec/courses-2/edcp-481/> AND <http://wiki.ubc.ca/Edcp481>

Course Description and Valued Ends:

This course focuses on understanding media and associated freedoms of expression and the press for learning, teaching, and public pedagogy. Media studies is a dynamic discipline tailored to exploring a range of concepts, techniques, or themes. In addition to understanding media and the process of meaning-making, media studies also focuses on making and managing media across formats, creative expression, and civic engagement. Making minimal distinction among (the) media *of*, *on*, and *in* education, the course provides a survey of media studies and new media with an emphasis on media education and literacy. Media education and literacy are among the most relevant challenges to “official” knowledge and represent key movements in the sociology of curriculum. Hence, this course balances practice with ethical, legal, and theoretical aspects and emphasizes the design of curriculum and courses for teaching media studies and for integrating media literacy across the curriculum. This year's section of EDCP 481 emphasizes *interpretation* and focuses on media by and for children and youth relevant to Black Lives Matter, Covid-19, ecomedia or climate change, Indigeneity, Peace, and Sex-uality education.

Instructor: Dr. Stephen Petrina

Teaching Assistant:

Office Hours: By appointment

Email: stephen.petrina@ubc.ca

WWW: <http://blogs.ubc.ca/etec/courses-2/edcp-481/> AND <http://wiki.ubc.ca/Edcp481>

Course Aims & Objectives

1. Map media studies and explore its key concepts and techniques.
2. Analyze the convergence of media and education through theoretical framings, legal interpretations and techniques of new media analysis (image, text, sound).
3. Provide a rationale for media education and literacy at all levels— elementary, middle, secondary, and adult.
4. Evaluate media education instructional materials and recommend appropriate revisions.
5. Design, produce and select appropriate materials and resources for media education courses.
6. Design and produce curriculum that incorporates and remediates a variety of new media, including image, text, and sound.

Required Text:

1. *Media Studies (Across the Curriculum) Readings*. (Download all from <https://canvas.ubc.ca>)

Assessment (Groups of 2-3, see details below):

1. Participation (20%)
2. Media Study Guide (40%)
3. PSA / HM (40%)

Deadline:

Ongoing
July 18
July 26

Operational Definition of Letter Grade Categories (EDCP, Revised, June 1996)

Letter Grade	Percent Range	Sample Description
A+	90-100	Work of outstanding quality. Demonstrates excellent comprehension of the subject and use of existing literature and research. Consistently applies a high level of critical scrutiny to texts and discussions. Frequently articulates innovative ideas based on a broad background. Shows a high degree of personal engagement with the topic. Consistently integrates broad orientations towards curriculum with particular lesson objectives and instruction and assessment strategies.
A	85-89	
A-	80-84	
B+	76-79	Work of good quality with no major weaknesses. Demonstrates good comprehension of the subject. Is able on occasion to articulate original critical insights. Good use of existing knowledge in the subject. Shows personal involvement in the work. Understands the relationships among broad curriculum orientations, lesson objectives and instruction and assessment strategies.
B	72-75	
B-	68-71	
C+	64-67	Adequate work. Fair comprehension of the subject. Shows few original critical insights. Background knowledge may have significant deficits. Minimal personal involvement in the work. Inconsistently integrates broad curriculum orientations, lesson objectives and instruction and assessment strategies.
C	60-63	
C-	55-59	
D	50-54	Minimally adequate work, barely at a passing level. Serious flaws or deficits in understanding. Unable to integrate broad curriculum orientations, lesson objectives and instruction and assessment strategies.
F	0-49	Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance.

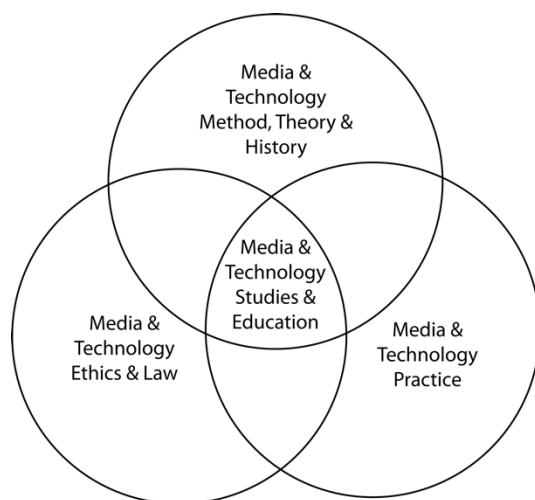
- **Academic Honesty and Standards, and Academic Freedom:** Please refer to *UBC Calendar*
- **Policies and Regulations (Selected):** <http://www.students.ubc.ca/calendar>
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/policies/policy73.pdf).

EDCP 481 Course Schedule & Readings:

July 4-9	Introduction and Thematic Learning
4-9	Module 1: Media Semantics, Media Education / Media & Technological Literacies
11-12	Module 2: Media Methods
12-15	Module 3: Media Production & Social Media Practice
18-20	Module 4: Regulation of the Citizen and Media
14-20	Module 5: Academic Freedom / Teaching Controversial Subjects / Course and Resource Approval
July 18	Assignment #1 Due
20-22	Module 6: Copyright and Intellectual Property Rights
21-22	Module 7: Histories and Theories of Media & Technology
July 26	Assignment #2 (Rough or Final Cut) Due

Readings for each module include a balance of activities, often supplemented by image and sound resources.

Date	Module	Assignment	Readings & Topics
Week 1 4-8 July	#1	Course Intro	Course introduction, Media Semantics Youth Activism
	#1	Readings & Assignments	What is or Who are (the) Media? What is Media Education? Media Literacy? Youth Activism
	#2	Readings & Assignments	Media Education, Literacies & Methods Youth Activism
	#2-#3	Readings & Assignments	Media Methods Media Production & Social Media Practice Youth Activism
	#2-#3	Readings & Assignments	Media Methods Media Production & Social Media practice Youth Activism
Week 2 11-15 July	#3	Readings & Assignments	Media Production & Social Media practice Youth Activism
	#4	Readings & Assignments	Regulation of the Citizen and Media Free Speech and Freedom of the Press Free Inquiry & Freedom of Thought Regulatory Codes / Codes of Ethics
	#4	Readings & Assignments	Regulation of the Citizen and Media Privacy and Right to be Forgotten
	#5	Readings & Assignments	Academic Freedom / Teaching Controversial Subjects Youth Activism
	#5-#6	Readings & Assignments	Academic Freedom / Teaching Controversial Subjects MSG Presentations
Week 3 18-22 July		Media Study Guide Due	MSG (rough or good draft) Presentations
	#6	Readings & Assignments	Copyright and Intellectual Property Rights Youth Activism
	#6	Readings & Assignments	Copyright and Intellectual Property Rights Youth Activism
	#7	Readings & Assignments	Media & Technology Culture & Theory Youth Activism
	#7	Readings & Assignments	History of Media & Technology Youth Activism
Week 4 25-29 July	#1-#7	PSA or HM Video Due	PSA or HM (rough cut or final) Presentations Group Meetings & Projects



Please read the common reading for each Module / Topic and read one of the relevant sections (Climate change, BLM, Indigeneity, Covid, Peace, or Sex-uality education)

Topic 1

Media Semantics, Media & Technology Education / Media & Technological Literacy or Literacies

Readings / Media

1. Yeoman, F. & Morris, K. (2019, January 9). Why media education in schools needs to be about much more than 'fake news'. *Jakarta Post*, <https://www.thejakartapost.com/life/2020/01/09/why-media-education-in-schools-needs-to-be-about-much-more-than-fake-news.html>

Climate Change

2. Government of Canada. (2021, June 28). Canada releases national issues report on climate change adaptation. <https://www.canada.ca/en/natural-resources-canada/news/2021/06/canada-releases-national-issues-report-on-climate-change-adaptation.html>
3. Rodrick, S. (2020, April). Greta's world: How one Swedish teenager armed with a homemade sign ignited a crusade and became the leader of a movement. *Rolling Stone*, 40-49. <https://www.rollingstone.com/politics/politics-features/greta-thunberg-climate-crisis-cover-965949/> or <https://www.magazinos.com/pdfview/viewr.php?d=90472#book/3>
4. Beaumont, H. et al. (2019, May 2). Canadian teens told us why they're striking over climate change. *Vice*. https://www.vice.com/en_ca/article/gy4vpx/canadian-teens-told-us-why-theyre-striking-over-climate-change

Black Lives Matter

5. Rodriguez, J. (2021, February 1). How educators are trying to get Black history lessons into Canadian classrooms. *CTV News*, <https://www.ctvnews.ca/canada/how-educators-are-trying-to-get-black-history-lessons-into-canadian-classrooms-1.5291390>

Indigeneity

6. Amin, F. (2021, June 14). Calls grow to overhaul Indigenous studies taught in Canadian schools. *CityNews*, <https://toronto.citynews.ca/2021/06/14/calls-grow-to-overhaul-indigenous-studies-taught-in-canadian-schools/>
7. Bennett, I. (2021, February 24). Fear and discomfort shouldn't block anti-racism efforts in schools. *Policy Options*, <https://policyoptions.irpp.org/magazines/february-2021/fear-and-discomfort-shouldnt-block-anti-racism-efforts-in-schools/>

8. Marhnouj, S. (2021, June 30). 'It's not a day to celebrate Canada': Cancel Canada Day rallies planned for July 1. *Capital Current*, <https://capitalcurrent.ca/its-not-a-day-to-celebrate-canada-cancel-canada-day-rallies-planned-for-july-1/>

Covid-19

9. Kotyk, A. & Hosegawa, R. (2021, June 17). Back to school: No cohorts, 'near normal' return to class for B.C. students in the fall. *CTV News*, <https://bc.ctvnews.ca/back-to-school-no-cohorts-near-normal-return-to-class-for-b-c-students-in-the-fall-1.5474240>

Peace Education

10. TBA

Sex-uality Education

11. TBA

Topic 2 Media Methods

Readings / Media

12. Digital Promise. (2015). *Analyzing media impacts*. Washington, DC: Author.
http://digitalpromise.org/wp-content/uploads/2016/02/mc_analyzingmediainimpacts.pdf

Climate change, BLM, Indigeneity, Covid

13. Flora, J. A. & Roser-Renouf, C. (2014). Climate change activism and youth. In *The challenges of climate change: Children on the front line* (pp. 86-91). Florence, IT: UNICEF.
14. Winkler, E. N. (2009, August). Children are not colorblind: How young children learn race. *PACE: Practical Approaches for Continuing Education*, 3(3), 1-8. <https://nmaahc.si.edu/resources/children-are-not-colorblind-how-young-children-learn-race>
- a. See also (2020, June 5). Former teacher speaks at Black Lives Matter rally in Kelowna. *Global News*, <https://globalnews.ca/video/7033485/former-teacher-speaks-at-black-lives-matter-rally-in-kelowna>
15. Sharp, M. (2021, April 5). Future Ancestors teaching social justice, anti-racism to all. *National Observer*, <https://www.nationalobserver.com/2021/04/05/news/future-ancestors-teaching-social-justice-anti-racism-all>
16. KSCF-US. (2020, June 18). Child labor and COVID-19: Youth demand action from leaders. <https://satyarthi-us.org/child-labor-and-covid-19-youth-demand-action-from-leaders/>

Topic 3 Media Production & Social Media Practice

Readings / Media

17. Friesem, Y. (2017). Media production hive: Using media education for differentiated instruction. *Media Education*, 8(1), 123-140.

Climate change, BLM, Indigeneity, or Covid

18. Kamenetz, A. (2019). Most teachers don't teach climate change; 4 in 5 parents wish they did [Audio clip]. *NPR*. <https://www.npr.org/2019/04/22/714262267/most-teachers-dont-teach-climate-change-4-in-5-parents-wish-they-did>
19. Hay, S. (2020, June 10). Youth organization supports Black Lives Matter movement through creating writing. <https://globalnews.ca/video/7052374/youth-organization-supports-black-lives-matter-movement-through-creating-writing/>
- a. Write-Minded Canada <https://www.writemindedcanada.com/redefine-collection>

20. Deerschid, R. (2018, October 12). Standing up and speaking out: Meet Indigenous people motivated to take action. Unreserved, *CBC radio*, <https://www.cbc.ca/radio/unreserved/standing-up-and-speaking-out-meet-indigenous-people-motivated-to-take-action-1.4857364>
21. City TV. (2021, February 21). In Their Own Words: Students speak up after Montreal teacher caught using racial slur. *City TV*, <https://toronto.citynews.ca/video/2021/02/21/in-their-own-words-students-speak-up-after-montreal-teacher-caught-using-racial-slur/>
22. Tang, H. (2018, April 28). The student voices of COVID-19. University of Saskatchewan: College of Medicine. <https://medicine.usask.ca/news/2020/mymd/the-student-voices-of-covid-19.php>.

Topic 4

Regulation of the Citizen and Media

Free Speech and Freedom of the Press

Free Inquiry and Freedom of Thought

Regulatory Codes / Codes of Ethics

Freedom of Information, Privacy, and the Right to be Forgotten

Readings / Media

23. Watkinson, A. M. (1999). Freedom of expression and assembly. In *Education, student rights, and the Charter* (pp. 74-91). Saskatoon, SK: Purich Publishing.

Climate change, BLM, Indigeneity, or Covid

24. Al-Hakim, A. (2019). Students claim their school is shutting down climate change protest. *CBC*. <https://www.cbc.ca/news/canada/nova-scotia/citadel-high-school-climate-change-protest-support-organizers-1.5122721>
25. Jannif, N. (2021, February 27). BIPOC students find validation, hope amid discussions about race at Black History Month youth conference. *CBC*, <https://www.cbc.ca/news/canada/british-columbia/bipoc-student-black-history-month-youth-conference-1.5928848>
26. Hennig, C. & Paetkau, J. (2018, September 6). 'Am I colonizing this curriculum?' Teachers share challenges of getting new Indigenous curriculum right. *CBC*, <https://www.cbc.ca/news/canada/british-columbia/beyond-beads-and-bannock-teachers-indigenous-curriculum-1.4811699>
27. Tweedie, M. (2020, April 24). by COVID-19 highlights the importance of free expression rights for healthcare workers. BC Civil Liberties Association. <https://bccla.org/2020/04/covid-19-highlights-the-importance-of-free-expression-rights-for-healthcare-workers/>

Topic 5

Academic Freedom / Teaching Controversial Subjects / Course and Resource Approval

Readings / Media

28. Salas, K. D. (2004). How to teach controversial content and not get fired. In *The new teacher book*. Milwaukee, WI: Rethinking Schools. <http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml>

Climate change, BLM, Indigeneity, Covid

29. Moore, K. J. (2019). When children protest, adults should tell them the truth. *Quillette*. <https://quillette.com/2019/03/21/when-children-protest-adults-should-tell-them-the-truth/>
30. King, A. (2020, July 3). Tens of thousands sign Ryerson student's petition calling for mandatory high school course on race. *CBC*, <https://www.cbc.ca/news/canada/toronto/tens-of-thousands-sign-ryerson-student-s-petition-calling-for-mandatory-high-school-course-on-race-1.5635921>
 - a. Bains, C. (2020, June 10). Students call for more Black history education, starting in elementary school. CTV, <https://bc.ctvnews.ca/students-call-for-more-black-history-education-starting-in-elementary-school-1.4977660>
31. CBC Kids. (2020, June 19). Five Indigenous teens you should know. *CBC*, <https://www.cbc.ca/kidsnews/post/five-indigenous-teens-you-should-know>

32. Semple, J. (2019, April 3). Unvaccinated: Should vaccinations be mandatory for school-aged kids? Global News, <https://globalnews.ca/news/5125086/mandatory-vaccination-kids-canada-poll/>

Topic 6

Copyright & Intellectual Property Rights

Readings / Media

33. Trosow, S. E. & Macklem, L. (2020, May). What is fair dealing in copyright? Here's why it matters when moving classes online due to coronavirus. *Academic Matters*, <https://academicmatters.ca/what-is-fair-dealing-in-copyright-heres-why-it-matters-when-moving-classes-online-due-to-coronavirus/>

Climate change, BLM, Indigeneity, or Covid

34. Patrick, W. (2019). 24 media organizations oppose defamation suit waged by climate scientist. *Epoch Times*. https://www.theepochtimes.com/24-media-organizations-oppose-defamation-suit-waged-by-climate-scientist_2810374.html
35. Tobin, M. (2020, June 24). 'Black Lives Matter' trademark applications surge after protests. BNN Bloomberg, <https://www.bnnbloomberg.ca/black-lives-matter-trademark-applications-surge-after-protests-1.1455763>
36. Gobir, N. (2020, May 11). YR media's storytelling tools keep students connected during COVID-19 Pandemic. *Connected Learning Alliance*, <https://clalliance.org/blog/yr-medias-storytelling-tools-keep-students-connected-during-covid-19-pandemic/>

Topic 7

Histories and Theories of Media & Technology

Readings / Media

37. Hawkey, K., James, J., & Tidmarsh, C. (2016). Greening the curriculum? History joins 'the usual suspects' in teaching climate change. *Teaching History*, 32-41.

Climate change, BLM, Indigeneity, or Covid

38. Miller, J. (2020, June 5). Why the Black struggle in Canada has all but been erased. Two historians explain our blind spot. *The Star*, <https://www.thestar.com/news/gta/2020/06/04/why-the-black-struggle-in-canada-has-all-but-been-erased-two-historians-explain-our-blind-spot.html>
39. Moliere, A. (2021, January 8). After 2020's racial reckoning, Black activists urge Canadians to keep conversation going. *CBC*, <https://www.cbc.ca/news/canada/british-columbia/racial-reckoning-black-vancouver-2021-1.5857921>
40. Smith, C. (2021, June 4). Indigenous activists pleased with 'allyship,' say education is key. Global News, <https://globalnews.ca/video/7923084/indigenous-activists-pleased-with-allyship-say-education-is-key>
41. Robson, D. (2020, June 3). How Covid-19 is changing the world's children. BBC, <https://www.bbc.com/future/article/20200603-how-covid-19-is-changing-the-worlds-children>
- a. Anderson, J. (2020, March 29). The coronavirus pandemic is reshaping education. Quartz, <https://qz.com/1826369/how-coronavirus-is-changing-education/>

Assignments

1. Participation

Participation is valued at 20% of your final grade. We refer to scholarly levels of participation as **academic conversation**, which entails a variety of things including articulation and presentation. Participation is interdependent with **preparation** for each class, which involves **reading, writing, organizing, reflecting, speaking**, and, of course, **media production**. While a variety of apps and media are readily available for organizing notes, consider Evernote for starters. Read deeply at least one of the required Readings for each Module. Read through the Module Introductions, consider the questions and offer other questions in Discussion or your notes, and process through the subsections or Case Studies

within each Module. The standard is one *quality* Discussion post per module within the window of dates indicated or active daily participation in F2F discussions, either in conversation with the authors / readings or with a peer's or several peers' comments. This facilitates and moderates progress in the course as a whole. (20%)

Participation		
Low-----	Avg-----	High
Appropriately and accurately articulates key constructs and themes in readings, videos, etc. in each module		
1-----	3-----	6-----
Reveals an attempt to further threads of discussion and produce new threads for discussion and research		
1-----	3-----	6-----
Advances collective knowledge and consciousness by engaging with authors, peers, instructors in the blended (F2F / online) course		
1-----	4-----	8-----
Total: xx / 20		

2. **Media Study Guide (Film / Theatre / TV Series / Music Video / Game Study Guide):** Contribute a section to a book created by EDCP 481 peers. The theme is: Black Lives Matter, Covid-19, Indigeneity, ecomedia or climate change, Peace, or Sex-uality education media by and for children and youth. Choose a film / theatre show, TV or subscription (Disney +, Amazon Prime, Netflix, etc.) series, documentary, music video, newscast, or video game, etc. that: a) is coordinated with your peers; b) is appropriate, appealing, and meaningful to students RE ecomedia, BLM, Indigeneity, Covid-19, Peace education, or Sex-uality education at either the grades K-3, 4-5, 6-7, 8-10 or 11-12 levels (if students wish to design for the preschool level, please speak with the Instructor); c) addresses key concepts or big ideas in media education and environmental education. The study guide should be written specifically for K-3, 4-5, 6-7, 8-10 or 11-12 students and include the following elements: (Groups of 2-3) (40%)

- Introduction:** Introduce your topic and its learning outcomes.
- Key Concept/s / Big Ideas:** What key concepts or big ideas does this emphasize and reinforce?
- Content @ Image, Sound & Text:** Write effective text and insert appropriate images or reference sound files to give meaning to the topic.
- Focus Questions:** State questions that are both direct and open-ended to draw students into meaningful content and lead them toward inquiry and thought.
- Activities:** Provide 1-2 meaningful activities that actively involve the students and provide an experiential and media production dimension.
 - Interpretation:** Be sure to make one of these activities an interpretation or perspective charting challenge.
- Sources for Further Study:** Include sources that provide students with a means of following up on the topic.
- Study Guide Format:** Use graphic design and desktop publishing principles and software for designing the final draft (6-8 colour or B/W pages).

Media Study Guide

Low-----Avg-----High
Development of Meaningful Content and Activities, including at least one Interpretation Challenge 1-----5.5-----10
Key Concepts / Big Ideas and Focus Questions 1-----5.5-----10
Provision of Effective and Sufficient Examples 1-----5.5-----10
Graphic Design and Expression 1-----3-----5
Clarity of communication / writing, Grammar & Format 1-----3-----5
Total: xx / 40

3. Public Service Announcement (PSA) or Heritage Minute (HM)

Public Service Announcement or Heritage Minute: Plan, script, perform, video, and broadcast (e.g., YouTube, Vimeo) a PSA (30 or 60 seconds) or HM (60 seconds). Develop an idea, storyboard, script, film, and edit for airing on YouTube. Various media provide air time to promote public service messages. Format: PSA (30 or 60 seconds) or HM (60 seconds) (+/- 5 sec.) in duration. Be sure to align your PSA with the CBC's Guidelines (see PSA & HM Video Briefs). The PSA or HM must include attribution. Option 1: scroll or make the final frame the acknowledgements or credits for key sources of substantive images or clips. Option 2: keep a companion reference/source list that is accessible as a download (e.g., link in a description on YouTube). (Groups of 2-3) (40%)

The PSA or HM videos should reflect your creative and thoughtful engagement with the challenge or problem. The videos should be engaging (e.g., dramatic, humorous, serious, punchy, cheeky, etc.) and designed to inspire dialogue, and pedagogical to address challenges for students and teachers.

PSA / HM Marks

Low-----Avg-----High
The PSA / HM...
Is Creative and Readily Lends itself to Instructional Issues 1-----5.5-----10
Is Engaging and Professional 1-----5.5-----10
Is Grade-Appropriate & Responsive to Black Lives Matter, Indigeneity, Environment, or Covid-19 1-----5.5-----10
Integrates Image, Text & Sound in Interesting Ways 1-----5.5-----10
Total: xx / 40