



BOISE STATE UNIVERSITY

Using YouTube to Teach Media Literacy in the Online Course

Chareen Snelson, Ed.D.

Associate Professor

Department of Educational Technology

Boise State University

Idaho, USA

csnelson@boisestate.edu



My Background with YouTube

- YouTube for Educators online graduate course created in 2008
- Students mostly K-16 educators or in educational field
- Integrates digital and media literacy competencies



Image created by Chareen Snelson

Why Does Media Literacy Matter?

The proliferation of mass media and new technologies has brought about decisive changes in human communication processes and behavior. Media Literacy aims to empower citizens by providing them with the competencies (knowledge and skills and attitude) necessary to engage with traditional media and new technologies.

UNESCO (United Nations Educational, Scientific and Cultural Organization)

<http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/>

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Media Literacy Education Worldwide

Political Map of the World, January 2015



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Media Literacy and YouTube

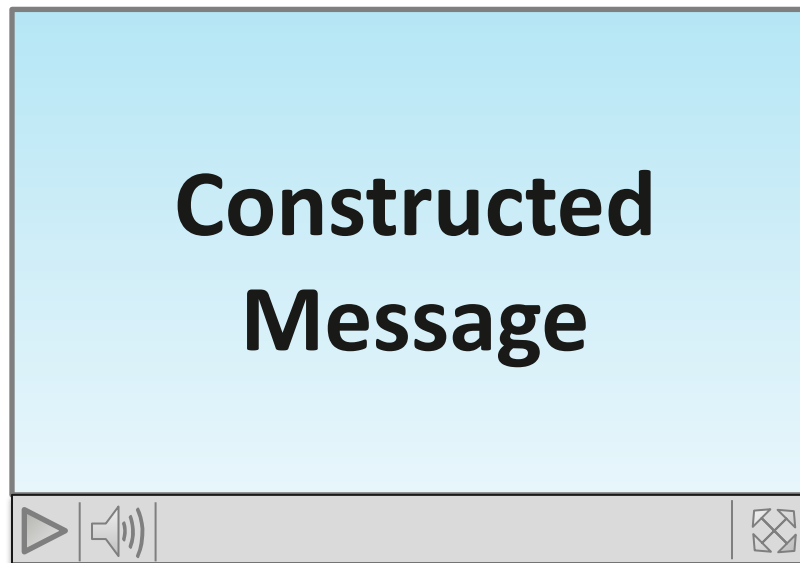
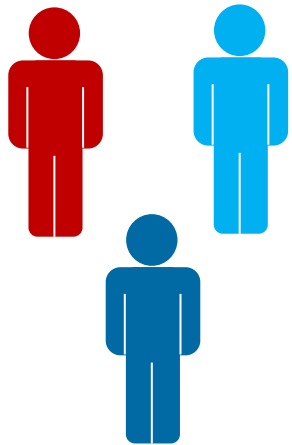
- Good uses for videos not normally considered educational
- Analyze and evaluate just about any kind of video including:
 - Movie trailers
 - Music videos
 - Advertisements
 - Educational video



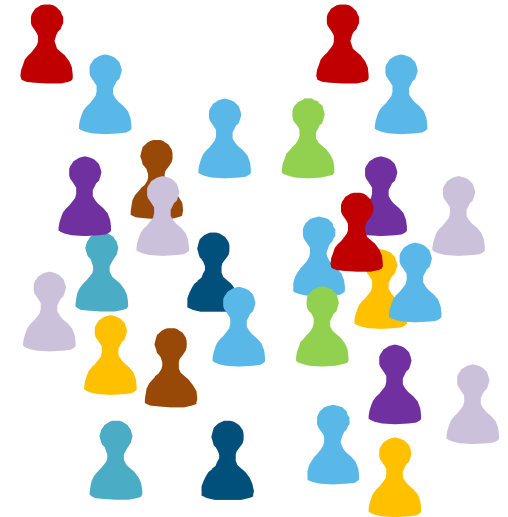
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Media Literacy and YouTube Videos

Author(s)



Audience



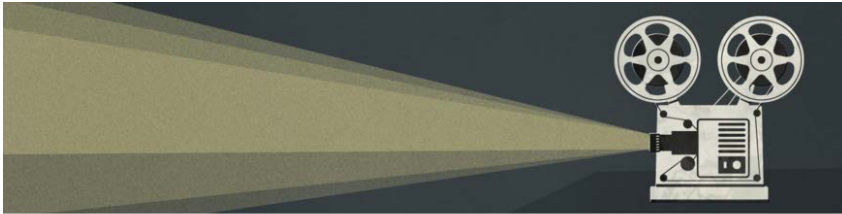
Example Activity: Ad Deconstruction

- Watch a short ad video from YouTube.
- What is the latent (hidden) message in this video?
- What techniques are used to make people want to buy the product?



Helicopter Jumbo Banner
Image courtesy of Wikimedia Commons
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Author: Ryanbrandingbyair

Media Literacy Lesson in Google Forms



Media Literacy Lesson - Product Placement

Overview:

This lesson was designed to sharpen your media literacy skills through an activity that illuminates how products are advertised in subtle ways by placing them in movies, television shows, video games, and locations that we encounter during daily activities.

Recommended Content Areas:

This lesson is suitable for teacher education, communication courses, or media production courses.

Instructional Objectives:

- *Describe how product placement is used in popular media such as movies.
- *Analyze videos for the presence of products that have been placed in the scene.
- *Reflect on how product placement impacts society.

Learner Description:

This lesson was designed as an example for adult educational technology students. It might possibly be adapted for high school or college students. This lesson is suitable for online education, a flipped classroom, or as a homework assignment provided that YouTube access is available.

Content Warning:

Some of the video segments include adult language. Parents or teachers should screen videos prior to showing them to children.

Instructions for Students:

YouTube videos were selected to provide background information about product placement (Part 1) and to offer practice spotting products in movie trailers (Part 2). Watch each video and answer the questions. Press the submit button to submit your answers for grading.

Part 2. Analyze Videos for Product Placement

Watch the two movie trailers below. Analyze them for product placement. Identify as many products as you can and reflect on the subtle nature of the placement within the video. Answer the questions below the videos.

Movie Trailer: The Intern



What products can you clearly identify by brand name in this movie trailer?

Movie Trailer: Playing it Cool



What products can you identify by brand name in this movie trailer?



Key Questions from NAMLE

- Key Questions to Ask when Analyzing Media Messages
- National Association for Media Literacy Education (NAMLE)
- Align to Core Principles of Media Literacy Education

		SAMPLE QUESTIONS
AUTHORS & AUDIENCES	AUTHORSHIP	Who made this?
	PURPOSES	Why was this made? What does this want me to do? Who is the target audience? Who are they talking to? or Who is this for?
	ECONOMICS	Who paid for this?
	EFFECTS	Who might benefit from this message? Who might be harmed by it? Is this message good for me or people like me? What does the storyteller want me to remember?
	RESPONSES	What actions might I take in response to this message? How might I participate productively? How does this make me feel and how do my emotions influence my interpretation of this?
MESSAGES & MEANINGS	CONTENT	What does this want me to think (or think about)? What would someone learn from this? What does this tell me about [insert topic]? What ideas, values, information, or points of view are overt? Implied? What is left out that might be important to know?
	TECHNIQUES	What techniques are used and why? How do the techniques communicate the message?
	INTERPRETATIONS	How might different people understand this message differently? What is my interpretation and what do I learn about myself from my reaction or interpretation?
REPRESENTATIONS & REALITY	CONTEXT	When was this made? Where or how was it shared with the public?
	CREDIBILITY	Is this fact, opinion, or something else? How credible is this (and how do you know)? What are the sources of the information, ideas, or assertions? Can I trust this source to tell me the truth about this topic?



Implementation Results

- Media literacy lesson in Google forms implemented fall 2015
- Idea of media literacy was new to educators who took the course
- 17 of 19 students were able to produce a relevant media literacy lesson instead of a simple video quiz



Student Projects: Selected Themes

Theme	Type of Video
Stereotypes	Segments from popular entertainment movies
Gender Depictions	Advertisement videos
Persuasion	Advertisement videos
Truthfulness	Advertisement videos
Bias in the News	News segments
Copyright	Music videos
Science in the Movies	Segments from popular entertainment movies



Next Steps

- Continue developing approaches for media literacy through YouTube
 - Curation: Use existing video
 - Creation: Produce video
- Refine and validate assessment rubrics

Criteria	Poor (0)	Fair (1)	Good (2)	Excellent (3)
Overall Lesson	Poor media literacy lesson that fails to integrate YouTube videos in a meaningful way to promote one or more of the core competencies of media literacy.	Fair media literacy lesson that integrates YouTube videos in a minimal way to promote one or more of the core competencies of media literacy.	Good media literacy lesson that integrates YouTube videos to promote one or more of the core competencies of media literacy.	Excellent media literacy lesson that integrates YouTube videos in a meaningful way to promote one or more of the core competencies of media literacy.
Lesson Title	The title does not identify the topic of the lesson.	The title vaguely identifies the content of the lesson.	The title generally identifies the content of the lesson.	The title clearly identifies the content of the lesson.
Overview	There is no overview of the lesson.	There is a vague overview of the lesson.	There is a moderately clear overview of the lesson.	There is a very clear overview of the lesson.
Recommended Content Area	No highly appropriate content areas are recommended.	One or more marginally appropriate content areas are recommended.	One or more generally appropriate content areas are recommended.	One or more highly appropriate content areas are recommended.
Learner Description and Context	No description of the intended learners and appropriate classroom setting lesson is provided.	A vague or incomplete description of the intended learners and classroom setting for is provided.	A good description of the intended learners and classroom setting is provided.	An excellent description of both the intended learners and appropriate classroom setting is provided.
Instructional Objectives	No instructional objectives are included.	Instructional objectives are included, but they do not specify media literacy competencies that will be met.	Instructional objectives are included and make some general reference to media literacy competencies that will be met.	Instructional objectives are included and make clear reference to media literacy competencies that will be met.
Instructions for Student Activity	No instructions are provided for students that explain how to complete the assignment.	Instructions are quite vague or very incomplete.	Good instructions are provided in the information at the top of the form, but are minimal or lacking within the body of the form near the videos or questions.	Excellent instructions are provided for students that explain how to complete the assignment. Clear instructions are found in the information at the top of the form and also near the questions or videos to guide students.



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The End

Chareen Snelson, Ed.D.
Associate Professor
Department of Educational Technology
Boise State University
Idaho, USA
Email csnelson@boisestate.edu