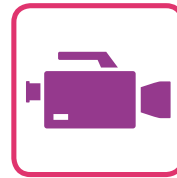# MEET
MEDIA EDUCATION FOR EQUITY AND TOLERANCE

Learning Scenario
Questioning news media representations of "others" through video-reporting

University of Florence

This learning scenario aims at promoting students' critical understanding of news, particularly referring to fake news circulating through the social media platforms around ethnic and cultural minorities, and to promote their capacity to express alternative narratives through video making and reporting. The learning scenario is structured in two parts, one on media analysis (including 4 units) and one on media production (including 3 units, one of which splits in two parts, involving both indoor and outdoor activities). It starts with one introductory unit on critical understanding of news media and continues with three units on the grammar of audio-visual languages, focusing on their role in generating racist stereotypes. The second part of the learning scenario aims at enabling students to create a participatory news media tool based on video-reporting with units on how to organise the collaborative work, how to find information and how to report about diversity in alternative ways. The learning scenario concludes with the publication of the collaborative and participatory video-journal.

MEET
MEDIA EDUCATION FOR EQUITY AND TOLERANCE

Learning Scenario
Questioning news media representations of "others" through video-reporting

University of Florence

Identification of the partners and credits

Author	Maria Ranieri
Country	Italy
Status /Institution	University of Florence
Credits	This learning scenario is based on a combination of original contents developed within the MEET project and previous adapted contents from "Media Education against Discrimination - A guide for teens" and "Media Literacy modules for teachers and educators" both edited by Maria Ranieri (University of Florence, IT) & Paul de Theux (Media Animation, BE) within the EU project "e-Engagement against Violence" (2012-2014). URL: https://e-engagementagainstviolence.eu/index
Participants	Secondary school students
Context of experience	This Learning Scenario was carry out at the Marconi Institute in Prato. The school involved in the project is a professional institute delivering training in different fields. The class participating in the project belonged to the curriculum on "Graphics". Approximately 70% of the school population (608 students) has a low SES while about 30% come from middle-class families. The vast majority of students (96%) are boys. The school hosts a significant percentage of students with migrant background (China, Albania, Romania, Morocco, Pakistan). In addition, the institute is attended by 20% of students with Attention Deficit Hyperactivity Disorder and 2% with special educational needs. Only 18% of the students enrols on a University Course after the ending the secondary school programme. In recent years the school has seen a growing presence of Casa Pound, a far-right movement advocating migrants' expulsion from Italy and the defence of the Italian land. One teacher defined the school as a "hunting ground" where Casa Pound members might recruit sympathisers and new followers.

Conditions for upscale

Logistics

Indoor activities
- Rows/Columns (Teacher-centred instruction)
- Horseshoe/U-Shape (Teacher and Learner-centred instruction)
- Clusters (Learner-centred instruction)

Outdoor activities (if foreseen)
- Within the school (e.g. school playground)
- Outside the school (e.g. streets, squares etc.)

Teachers' expertise

- Basic knowledge of audio-visual grammar
- Use of basic software for video-editing
- Use of multimedia features of mobile phones
- Being informed of migration issues at local and global level

Students' expertise

- Use of Internet browser
- Taking pictures with a mobile phone
- Making a short video with a mobile phone
- Use of the Internet, including social media platform, for information search

Institutional support

For administrative issues
- Collecting informed consent for the use of images
- Collecting permission for students' outdoor activities

For management issues
- Making available dedicated spaces beyond the traditional classroom to carry out the activities
- Providing support to re-arrange the schedule according to the timing of the learning scenario
- Ensuring a technician to support media-production-oriented activities
- Foreseeing a manager teacher to cope with organisational issues

Learning Scenario description

Title

Questioning news media representations of "others" through video-reporting

Abstract

This learning scenario aims at promoting students' critical understanding of news, particularly referring to fake news circulating through the social media platforms around ethnic and cultural minorities, and to promote their capacity to express alternative narratives through video making and reporting. The learning scenario is structured in two parts, one on media analysis (including 4 units) and one on media production (including 3 units, one of which splits in two parts, involving both indoor and outdoor activities). It starts with one introductory unit on critical understanding of news media and continues with three units on the grammar of audio-visual languages, focusing on their role in generating racist stereotypes. The second part of the learning scenario aims at enabling students to create a participatory news media tool based on video-reporting with units on how to organise the collaborative work, how to find information and how to report about diversity in alternative ways. The learning scenario concludes with the publication of the collaborative and participatory video-journal.

Misleading news, news media stereotyping and reporting diversity

Nowadays teachers are facing several challenges to facilitate students in distinguishing between the different types of **misleading news** that populate the web. For this purpose, it is useful to go beyond the simplistic approach to fake news and support students to understand some key concepts such as propaganda, satire, clickbait, error and fake.

Propaganda is information that is spread to further a cause, idea or to do damage to a cause or idea. It is not objective. Propaganda, advertising and also public relations share similar traits by appealing to the audience's emotions. It is important to remember that while the term propaganda most certainly has a negative connotation, it can also be beneficial.

Clickbait's main purpose is to pique peoples' interest enough to click through to the content as a method of increasing ad revenue. Clickbait's contents are usually eye catching and they often include sensational headlines.

Satire (and Hoax) consists of a wide and diverse range of ironic social commentaries. The intended meaning of these contents may not be apparent and some people confuse them with the truth.

Error is simply mistaken information, which can offend and results in litigation. There are some great lists of error corrections on the web. Poynter publishes a list each year.

Fake (or bogus) corresponds to news that is completely fabricated and spread intentionally to misinform.

Yanovski (2002) identifies five **mechanisms of news media stereotyping** reproduced below in a modified form:

1. Transformation of a negative individual case into a generalised prejudice: journalistic pieces frequently start from specific cases and then generalise to a larger theme (or social group). For example, a report about a robbery that concentrates on the perpetrator's ethnicity, and thereby explicitly or implicitly generalises the negative action of "stealing" to all members of that ethnic group.

2. The accumulation of mainly negative information about a given group or category: Providing a lot of information, pictures or descriptions of a particular social group is not a way of building a prejudice by itself. It can become so when the majority of the elements used correspond to negative features that, as they are repeated over and over again in different forms, are presented as "typical" in a given context.

3. The use of labels to directly define a group: This technique consists in combining the name of the group with a negative or even offensive judgement of group members. For example, when news media in countries where Islam is not majority regularly use labels like "fanatical", "fundamentalist", "intolerant", "Islamist", "Jihadi" and "Islamofascist" to describe people of Muslim religion.

4. Negative exploitation of the past: In this case the past is used to describe and define a negative feature of a group as though it was something belonging to the history/tradition of that social group. Here, prejudice is built by selecting some controversial or dramatic part of the history of a given social group and using it to define its nature entirely. For example, when crimes committed by a national army in a given historical period are used to depict all those of the same nationality as intrinsically violent, bloody, criminal, etc.

5. Equating groups and nation-state: The equating of one group's image and that of a nation-state is another common form of stereotyping. In news media people are often identified by their nationality, but when such generalisations stand out as the main identifier internal differences in each national group are overlooked or denied. In this case prejudice is built through one's own national group being positively represented and others' nationalities depicted in a negative way.

'**Reporting Diversity**' is the expression used when one refers to the writing of journalistic reports about groups that are different from 'our' group – that is to say, the 'other' -, without having necessarily this diversity leading to a qualitative opposition 'good/bad' or 'civilised/non-civilised'. In other words, it is a journalistic practice that is respectful towards diversity, which refers to the 'other' without stigmatising him/her, by including also his/her point of view.

There are some rules to follow in order to achieve a journalistic practice respectful of pluralism. for example, the Charter of Rome is a code of conduct regarding asylum

seekers, refugees, victims of trafficking and migrants, which contains recommendations on the matter. The charter is based on the following principles:

- Choosing terms legally appropriate in order to give readers and users the maximum accuracy regarding the real facts.
- Avoiding spreading inaccurate, incomplete or biased information with regard to asylum seekers, refugees, victims of trafficking and migrants. The National Council for Journalists and the FNSI bring to the attention of colleagues and news editors in particular, the damage caused by superficial and incorrect methods that can trigger unjustified states of alert to individuals who are the object of the information; and indirectly, to the journalist category in terms of credibility.
- Protecting asylum seekers, refugees, victims of trafficking and migrants who chose to speak to reporters, following all the rules of identity and image which impede for example identifying somebody in order not to expose this individual to possible reprisals against his/her family from the authorities of his/her country of origin, non-governmental public organisations and criminal organisations. Furthermore, one must also bear in mind that those who come from a very distinct socio-cultural context, where mass media play a limited role, often ignore the dynamics of the media and are not able to assess the consequences arising from being exposed to the media.
- Consulting, where possible, experts or specialised organisations in the field in order to clearly and comprehensively inform the public and take into account the causes of phenomena.

References/Sources

- Infographic: Beyond Fake News – 10 Types of Misleading News – nine Languages. URL: *https://eavi.eu/beyond-fake-news-10-types-misleading-info/*
- Yanovski R. (2002). *Reporting Diversity. A Guide to Reporting Diversity.* Sofia: South East European Network for Professionalization of the Media (SEENP). URL: *http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/reporting%20 divers ity.pdf*
- Website of the "Carta di Roma" (Charter of Rome) association. URL: *http://www. cartadiroma.or*

Participants	**Target group:** Secondary school students (aged 13-18)

Ideal number of students: About 25

Aims

Understand & Analyse + Recognise & Decentre

- Understanding the relationship between the media and reality, and how media claim to 'tell the truth' about the world
- Identifying the (un)represented voices and viewpoints in the media
- Understanding how media producers target and address audiences
- Recognising the value of media as cultural resources of everyday life, providing informal opportunities to develop out-of-school knowledge and expertise

Understand & Analyse + Dialogue & Engage

- Recognising your (multiple) intentions and being explicit about them, the audience and the impact, while being able to explain and justify your communicative approach
- Developing awareness about linguistic and cultural conventions and the ways these can be played with, challenged or subverted
- Avoiding stereotyped representations and bias when writing/reporting/telling about issues of gender, sexual orientation, race, ethnicity, disability or age

Create & Reflect + Recognise & Decentre

- Making more critical judgments and more active use of your experience of the world and of other (media) cultures
- Understanding the importance of media, information & communication ethics, and work towards this
- Communicating opinions and respecting those of others, accommodating a plurality of views, and being open to critique

Create & Reflect + Dialogue & Engage

- Promoting dialogue and intercultural exchange through your media practices in your everyday life
- Advocating intercultural values and social justice through your own media productions and practices
- Valuing the differences among members of your multicultural community (e.g. school)
- Developing your social and civic agency through collaborative and cooperative practices of media production

Organisation

Duration	Total of hours for the Learning Scenario = 18 hours
Planning	6 units of 2 hours each in the classroom plus 4 hours for outdoor activities
Technical tools	• Interactive whiteboard • Computers & Internet • Social network sites • Mobile phone for video-recording • Video editing software (e.g. Adobe Premiere)

Summary of the learning scenario

Structure

Unit 1 – News media, fake news, representation

Introduction   Students' involvement through an analysis of the media habits and trust (about 30 min)

Activity   Analysis of news media and classification of the different types of misleading news (60 min) in the media (1 h 10 min.)

Conclusion   Presentation of the results and peer evaluation (30min)

Unit 2 – Images of the "other": camera angles & camera shot

Introduction   Introduction of basic concepts of visual language (camera angles & camera shot) (about 30 min)

Activity   Media analysis of photos related to immigration (60 min)

Conclusion   Presentation of the results and peer evaluation (30 min)

Unit 3 – The editing of audio-visual language: creating the "others"

Introduction   Introduction of the concept of (video)editing (about 30 min)

Activity   Media production activity of editing of images (60 min)

Conclusion   Presentation of the results and peer evaluation (30 min)

Unit 4 – Telling about "others" through images and videos

Introduction   Introduction of the concept of stereotype (about 30 min)

Activity   Media analysis of videos related to immigration issues (60 min)

Conclusion   Presentation of the results and peer evaluation (30 min)

Unit 5 – Engaging with participatory (video)journalism: collecting information

Introduction   Introduction of the idea of developing a participatory video-journal (about 30 min)

Activity   As a newsroom, students develop their plan for action (60 min indoor activity) and collect information as well as video-record interviews (4 h outdoor activity)

Conclusion   Presentation of the results and peer evaluation

Unit 6 – Participatory video-composition for a news-report about "others"

Introduction   Progress state (about 30 min)

Activity   Editing of the video to develop a video report (60 min)

Conclusion   Self-evaluation (30 min)

Unit 7 – Video-reporting diversity: the school video-journal is online

Introduction   Introduction of the concept of policy (about 30 min)

Activity   Development of a policy for the participatory video-journal (60 min)

Conclusion   Publication, sharing, peer evaluation and final evaluation (30 min)

Unit 1: News media, fake news, representation

Description

This unit aims at stimulating students' reflection on how news media represent reality, particularly referring to social media, the mechanisms of fake news production and the representation of "others". It starts by asking students to think about the sources they are used to accessing to be informed and about their perceptions of media credibility. It proceeds with an analysis of different types of news, requiring students to classify them according to different categories (e.g. propaganda, clickbait, satire, error, fake). It ends with self-reflection on interpretation and judgements made by the students in their analysis.

Specific objectives

1. To understand the complex relationship between the media and reality
2. To learn to describe and interpret media representations of reality, including misleading news from propaganda to fake news
3. To learn to reflect upon one's own media interpretations by comparing them with those of other people

Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Peer evaluation (e.g. mutual evaluation among students)

Technical support

- Interactive whiteboard (when possible)
- Internet connection
- Smartphones or tablets or PCs
- Posters, markers and post-it

Sequence no. 1	Introduction

Duration

30 min

Pedagogical methods

- Direct teaching (e.g. teacher giving a lecture to introduce key concepts)
- Modelling (e.g. thinking aloud technique based on teacher shaping conceptual reasoning)
- Group work (e.g. students working in small groups to pursue a common objective)

Instructions

Teacher introduces the lecture by recalling some recent local news potentially interesting for the students and asking them how they are used to looking for information to be updated. After this general introduction, in pairs they interview each other about their news media habits and media credibility according to their personal experiences. Each couple is provided with a hand-out to conduct the interview and note the answers. At the end of the interviews, each couple reports on the main results highlighting differences and similarities.

Teaching resources

Media habits and credibility hand-out (Appendix 1.1)

Sequence no. 2	Activity

Duration	1h
Pedagogical methods	• Group work (e.g. students working in small groups to pursue a common objective) • Discussion (e.g. students engaged in an open debate on a certain topic)
Instructions	Teacher prepares five posters with the following headline each: Poster 1 – PROPA-GANDA; Poster 2 – CLICKBAIT; Poster 3 – SATIRE; Poster 4 – ERROR; Poster 5 – FAKE, and puts them on the walls around the class. To introduce the activity, s/he simulates a media analysis process through the technique of "Thinking aloud". In other words, s/he reads aloud a piece of news and starts asking questions about the sources, the reliability, the meaning, the purpose and so on. In doing so, s/he explains the meaning of propaganda, clickbait, satire, error, fake news etc. After this introduction, students are provided with different newspapers, magazines, websites, videos and are individually invited to select an example of propaganda, clickbait, satire, error, fake news. For each example, they explain the reason for their choice on a post-it and put the post-it on the related poster. Once done, students extract one number from 1 to 5, and move in front of the poster corresponding to the extracted number. In groups, students organise and discuss the post-it to make sense of the reasons found.
Teaching resources	To better explain the different types of fake news the teacher may also suggest reading: – *https://eavi.eu/beyond-fake-news-10-types-misleading-info/* – Examples of news media to be classified (Appendix 1.2) – Read key concepts page

Sequence no. 3	Conclusion

Duration	30 min
Pedagogical methods	Discussion (e.g. students engaged in an open debate on a certain topic)
Instructions	Each group presents the results of the discussion. In addition, group 1 evaluates group 2, group 2 evaluates group 3, group 3 evaluates group 4, group 4 evaluates group 5, group 5 evaluates group 1 according a predefined list of criteria (Appendix 1.3). Teacher collects all evaluation notes and provides a synthesis including his/her feedback.
Teaching resources	Guiding questions for peer evaluation (Appendix 1.3)

Unit 2: Images of the "other": camera angles & camera shots

Description

This unit focuses on two visual language techniques (camera shots & camera angles) that contribute to shape our ideas and perceptions about the portrayed social groups. The unit starts with a brief introduction and a related exercise on how camera shots and camera angles contribute to make meanings. Then, it continues with a more in-depth analysis of pictures, including images in which migrants are represented. The unit ends with the presentations and discussion of students' results from their analysis.

Specific objectives

1. To become familiar with the basic notions of visual language (camera shots, camera angles).
2. To understand how meaning is created with this language.
3. To become aware on how discriminatory messages are created through visual language.

Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Peer evaluation (e.g. mutual evaluation among students)

Technical support

- Interactive whiteboard
- Internet connection
- Smartphones or tablets or PCs

Sequence no. 1	Introduction

Duration

30 min

Pedagogical methods

- Direct teaching (e.g. teacher giving a lecture to introduce key concepts)
- Discussion (e.g. students engaged in an open debate on a certain topic)

Instructions

Teacher introduces some basic film/photographic techniques focusing on 2 of these techniques: camera shots and camera angles. By showing different examples of camera shots and camera angles, s/he explains how these techniques can create different meanings and perceptions. Then, with the aid of 2 hand-outs students use their mobile phones to look for pictures showing different shots and angles and in pair students discuss the pictures they found. After the teacher asks students to share their pictures through the Interactive whiteboard and concludes with a collective discussion.

Teaching resources

- Camera shots (Appendix 2.1)
- Camera angles (Appendix 2.2)

| **Sequence no. 2** | **Activity** |

| Duration | 1 h |

| Pedagogical methods | Group work (e.g. students working in small groups to pursue a common objective) |

| Instructions | Students are divided into groups of four or five and the teacher introduces the group activity of media analysis based on the information learnt in the introductory part of the lesson. In each group students have to analyse a number of photos and: |

1) point out the various characteristics of each photo based on the categories presented in hand-outs "camera shots" and "camera angles";

2) discuss the meaning, narrative and emotions conveyed by the photographs.

During the activity the teacher moves from one group to the other listening to the discussions and offering support and feedback.

Eventually students can be asked to take some extreme close-up shots (for example, taking pictures of their classmates) in the classroom with their mobile phone to practice what they have learnt.

| **Sequence no. 3** | **Conclusion** |

| Duration | 30 min |

| Pedagogical methods | Discussion (e.g. students engaged in an open debate on a certain topic) |

| Instructions | Each group presents the results of their analysis. They have five minutes each. In addition, groups 1 evaluates group 2, group 2 evaluates group 3, group 3 evaluate group 4, group 4 evaluates group 5, group 5 evaluates group 1 according a predefined list of criteria. Teacher will collect all evaluation notes and provide a synthesis including his/her feedback. |

| Teaching resources | Guiding questions for peer evaluation (Appendix 2.3) |

Unit 3: The editing of audio-visual language: creating "others"

Description

This unit focuses on another key technique of audio-visual language, namely editing. It starts with an introduction of the concept of (video)editing. Then, students are engaged with the editing of images and lastly present and evaluate their products.

Specific objectives

1. To become familiar with the notion of audio-visual editing.
2. To be able to connect images in different ways to create different meanings.
3. To reflect on how discriminatory messages are created through audio-visual language.

Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Final evaluation (e.g. using a rubric to evaluate students' final media products)
- Peer evaluation (e.g. mutual evaluation among students)

Technical support

- Interactive whiteboard
- Internet connection
- Smartphones or tablets or PCs
- Editor of images and/or videos (app or PC software)

Sequence no. 1 | **Introduction**

Duration

30 min

Pedagogical methods

Direct teaching (e.g. teacher giving a lecture to introduce key concepts)

Instructions

Teacher introduces the filming technique of editing by showing some examples and engaging students in a collective discussion about the meaning of the combined images. To reinforce students' understanding the teacher will also show the Kuleshov effect video and conclude explaining that the art of editing is crucial to create association of ideas and perceptions: audio-visual and print media continuously use this technique when representing certain social groups either positively or negatively. At the end of this opening session students are provided with editing handout to go deeper into the understanding of video production.

Teaching resources

- Kuleshov effect video: https://www.youtube.com/watch?v=_gGl3LJ7vHc
- Editing hand-out (Appendix 3.1)

Sequence no. 2	Activity

Duration	1 h
Pedagogical methods	Group work (e.g. students working in small groups to pursue a common objective)
Instructions	Students individually start shooting their own pictures with their mobile phones in and out of school (15 minutes). Then, in groups of four/five students they select pictures from different mobile phones, combine the selected pictures using the techniques they have learnt to create meaning. Later they will use the same pictures but will change the combination to generate a different meaning. In order to manipulate the images, they can use their mobile phones or an editor of images and/or videos on the PC.

Sequence no. 3	Conclusion

Duration	30 min
Pedagogical methods	Discussion (e.g. students engaged in an open debate on a certain topic)
Instructions	Each group presents its artefacts firstly describing the sequence and then explaining the meaning. They have five minutes each. In addition, group 1 evaluates group 2, group 2 evaluates group 3, group 3 evaluates group 4, group 4 evaluates group 5, group 5 evaluates group 1 according a predefined list of criteria (Appendix 3.2). Teacher will collect all evaluation notes and provide a synthesis including his/her feedback.
Teaching resources	Questions for peer evaluation (Appendix 3.2)

Unit 4: Telling about "others" through images and videos

Description

This unit intends to stimulate students' understanding of how audio-visual techniques are applied in various ways when representing "others" and reflecting different stereotypes about them. Students watch a number of media products (news, trailers, animation films, social adverts) representing immigrants and refugees and they analyse them in detail in order to understand how they are constructed to create their desired meaning.

Specific objectives

1. To realise that by «framing» a part of reality media (e.g. the news and documentary), actually transform and reconstruct it to create a narrative.
2. To understand that such a narrative can either enhance the comprehension of reality or distort it.
3. To point out the importance of having information from a pluralistic and inclusive perspective for a more comprehensive and reliable outcome.

Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Peer evaluation (e.g. mutual evaluation among students)

Technical support

- Internet connection
- Smartphones or tablets or PCs

Sequence no. 1	Introduction

Duration

30 min

Pedagogical methods

Direct teaching (e.g. teacher giving a lecture to introduce key concepts)

Instructions

The teacher introduces to unit asking students to provide a definition of the concept of "stereotype", while noting the definitions on the whiteboard. S/he quickly analyses the definitions to highlight similarities and differences. Then, s/he shares a definition taken from an online dictionary and explains through examples the different ways through which media create stereotypes about "others".

Teaching resources

PowerPoint Presentation about stereotyping techniques (read section "keywords" to create the presentation)

Sequence no. 2	Activity

Duration	1 h

Pedagogical methods	Group work (e.g. students working in small groups to pursue a common objective)

Instructions	The teacher briefly presents four/five short videos of different media products (e.g. a news report, a social advert, a short, animated film, etc.) representing the lives of immigrants and refugees. The class is organised in groups of four to watch the videos and carry out a critical analysis activity by using a dedicated worksheet with some guiding questions. Each group will analyse two videos. The same video has to be seen by at least two groups to facilitate peer evaluation.

Teaching resources	– Videos in Italian

– Videos in Italian
  · Video 1: *Io sono qui* ("I am here") by Gabriele Gravagna – *https://vimeo.com/208114585*
  · Video 2: *I profughi spaccano l'Italia? Non tutti sembrano così disperati* ("Do the refugees smash Italy? They do not seem so desperate") - *https://www.cartadiroma. org/news/il-giornalismo-strumento-di-propaganda-anatomia-di-un-servizio/*
  · Video 3: *Fuocoammare – Il dottore* – *https://bit.ly/2JDwSOO*
  · Video 4: *Occhiali mentali* – *https://bit.ly/2JT1Di2*
– Videos in English
  · Video 1: *Human flow* (sub ita) – *https://bit.ly/2l9Ruzt*
  · Video 2: *Syrian Refugees: A Human Crisis Revealed in a Powerful Short Film | Short Film Showcase* – *https://bit.ly/29hL2C4*
  · Video 3: *Most Shocking Second a Day Video* – *https://bit.ly/1e1i69f*
– Critical analysis worksheet (Appendix 4.1)

Sequence no. 3	Conclusion

Duration	30 min

Pedagogical methods	Discussion (e.g. students engaged in an open debate on a certain topic)

Instructions	The groups illustrate the results of their analyses to the rest of the class. Each group evaluates the work of the other group that watched the same video according to pre-defined evaluation guidelines. The teacher will make a synthesis providing his/her feedback as well.

Teaching resources	Guiding questions for peer evaluation (Appendix 4.2)

Unit 5: Engaging with participatory (video)journalism: collecting information

Description

This unit focuses on the construction of a participatory (video)journal. It is structured in two parts. Part 1 (Indoor activity): In groups students simulate the work of a newsroom and decide about socially and culturally sensitive topics related to migration issues or racism or discrimination to be reported and tools to be used for the purpose. Then, they start setting the (video)journal (e.g. through a dedicated YouTube channel) and preparing questions for the interviews. Part 2 (Outdoor activity): In groups students go outside the school (e.g. streets, squares etc.) and ask people in the street for an interview to collect information.

Specific objectives

1. To learn to look for information from a variety of sources and from a pluralistic and inclusive perspective
2. To learn to draft a plan of work for the preparation of a participatory (video)journal at school
3. To learn to work collaboratively and make group decisions

Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Peer evaluation (e.g. mutual evaluation among students)

Technical support

- Internet connection
- Smartphones or tablets or PCs
- Microphones for smartphones
- Poster, markers, post-it

Sequence no. 1	Introduction

Duration

30 min

Pedagogical methods

- Direct teaching (e.g. teacher giving a lecture to introduce key concepts)
- Brainstorming (e.g. students engaged in process of generation of ideas)

Instructions

The teacher introduces through examples the idea of developing a participatory (video) journal of the school addressing their peers. Then, s/he involves students in brainstorming about possible topics to be dealt with in the journal relating to social and cultural issues. S/he puts on the wall four or five posters: POSTER 1: Topic 1=About your class; POSTER 2=About your school: Topic 2; POSTER 3: About your neighbourhood; POSTER 4: Topic 4=About your town; POSTER 5: Topic 5=About your country. Each student individually hangs up a post-it on each poster. At the end the class has generated several ideas. Then, to create groups, each student extracts a number (from 1 to 4) from a bag and places him/herself in front of the related poster. Groups are created. Before launching the activity of newsrooms, the teacher provides guidelines on how to collect information underlying the relevance of ethical aspects and the importance of collecting information from a pluralistic and inclusive perspective.

Teaching resources

– Examples of participatory (video)journal:
  · Children As Media Producers: *http://camp.commuoh.in/*
    Children As Media Producers is a Participatory Media initiative of the UNESCO. The project aims at fostering children's rights, in particular, the rights of linguistic and cultural minorities, and indigenous peoples by providing access to the means of communication.

- Video Volunteers is a project aimed at eers : *https://www.videovolunteers.org/*
  Video Volunteers is a project aimed at empowering India's poorest citizens to right the wrongs they witness, using video reportage.
- Voices of Women Media: *http://www.voicesofwomenmedia.org/?vowblog=girls-voices-digital-storytelling*
  Voices of Women Media is a non-profit organization that is committed to providing women from marginalized communities with innovative media tools, such as video, radio and photography, to enable them to voice their own lives, to empower them and strengthen their voices.

– Guidelines for collecting information (Appendix 5.1)

Sequence no. 2	Activity

Duration	1 h

Pedagogical methods	• Group work (e.g. students working in small groups to pursue a common objective) • Project work (e.g. students working in small groups to develop a project) • Peer education (e.g. reciprocal teaching)

Instructions	In groups the students have to plan their activity as (video)journalists in relation to the topics that emerged in their poster. Simulating the activity of a newsroom, they decide the specific topic of the video-report, they agree on a plan for action, they check skills and tools, they prepare questions, they define the characteristics of their product. They also check the features of their mobile phones (e.g. recording, video recording, editing) and teach each other how to use them to video-record interviews. The activity of collecting (video)information through interviews with people in the street is carried out in and out of school as an additional lecture or as homework, depending on the situation.

Teaching resources	Building a (video)report: A plan for action (Appendix 5.2)

Sequence no. 3	Conclusion

Duration	30 min

Pedagogical methods	• Project work (e.g. students working in small groups to develop a project) • Discussion (e.g. students engaged in an open debate on a certain topic)

Instructions	Each group presents the topic it decided to focus on, the plan for action and the progress state of the activity highlighting at least two or three difficulties. Each group has three minutes. The teacher provides hints and suggestions to overcome the difficulties that emerged.

Unit 6: Participatory video composition for a news report about "others"

Description

This unit aims at enabling students to edit their video reports to tell about diversity in their life contexts, either the class, the school, the neighbourhood or their country. Knowledge learnt and skills developed in previous units (i.e. Unit 2 and 3) about audio-visual language techniques are applied to create a video report on "others".

Specific objectives

1. To become aware of one's own role (consumer, author, both) as a media user
2. To learn how to select images and edit them for meaning making.
3. To learn to talk about "others" in a pluralistic and inclusive way.

Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Self-evaluation (e.g. students self-evaluate their products)

Technical support

- Internet connection
- Smartphones or tablets or PCs
- Video-editing software or app

Sequence no. 1 | **Introduction**

Duration

30 min

Pedagogical methods

- Discussion (e.g. students engaged in an open debate on a certain topic)
- Group work (e.g. students working in small groups to pursue a common objective)

Instructions

The teacher asks each group to describe the state of progress of their activity of collecting video information through a series of questions such as "What is the title of your video report?", "What is its duration? "What type of sources and informants did you search?", "Are you happy with the material you collected?", "What were the main difficulties?", "What is the main message you want to communicate?". Each group reports about its work and the teacher provides feedback to guide students towards the goal.

Sequence no. 2	Activity

Duration	1 h
Pedagogical methods	Group work (e.g. students working in small groups to pursue a common objective)
Instructions	In groups students work on the development of their video-report. Before starting with reviewing, selecting and editing images, they write a snapshot of the video-report (Appendix 6.1). Then, they review all video-recordings and engage with the video-composition process (30 minutes).
Teaching resources	Snapshot of the video-report (Appendix 6.1)

Sequence no. 3	Conclusion

Duration	30 min
Pedagogical methods	Discussion (e.g. students engaged in an open debate on a certain topic)
Teaching resources	Each group self-evaluates its work according to the guidelines provided by the teacher (Appendix 6.2). The teacher goes around the groups and discusses limitations and improvements looking at the work in progress.
Teaching resources	Guidelines for self-evaluation group (Appendix 6.2)

Unit 7: Video-reporting diversity: the school video-journal is online

Description

This unit focuses on the conclusive part of the process of video-journal making. Students publish their video reports online while developing a policy for sharing contents about socially and culturally sensitive issues. In doing so, at the same time they develop greater awareness about audience and of social issues related to race and discrimination.

Specific objectives

1. To acquire awareness on the role that the audience can play in the fruition of a news-media product
2. To learn how to define a policy for sharing a participative (video)journal
3. To develop engaged attitudes towards social and intercultural issues

Evaluation

- Formative evaluation (i.e. feedback provided during the process)
- Final evaluation (e.g. using a rubric to evaluate students' final media products)
- Peer evaluation (e.g. mutual evaluation among students)

Technical support

- Internet connection
- Smartphones or tablets or PCs
- Video-editing software or app

Sequence no. 1	Introduction

Duration

30 min

Pedagogical methods

Brainstorming (e.g. students engaged in process of generation of ideas)

Instructions

The teacher begins the activity with a brainstorming session on the concept of audience in order to start thinking about a policy (rules of users/producers' participation) for the participatory video-journal.

Sequence no. 2	Activity

Duration	1 h
Pedagogical methods	• Group work (e.g. students working in small groups to pursue a common objective) • Case study (e.g. students involved in case analysis)
Instructions	Students in groups analyse and discuss two or three examples of Policy for online participation. The teacher goes around them to stimulate the conversation. At the end each group proposes 2-3 rules for participation ensuring pluralism and participation. Then, each group presents its rules and through a process of building consensus a common policy for the school video-journal will be ready.
Teaching resources	An example of policy for contributing to a participatory journal: Wikinews, *https://en.wikinews.org/wiki/Wikinews:Pillars_of_writing*

Sequence no. 3	Conclusion

Duration	30 min
Pedagogical methods	• Discussion (e.g. students engaged in an open debate on a certain topic) • Group work (e.g. students working in small groups to pursue a common objective)
Teaching resources	To conclude the learning scenario each group presents its own video-report by show-ing it. Each video-report will be evaluated both by the teacher (final evaluation) and by students themselves (peer evaluation) according to predefined guidelines. Later, each group will publish the video-report online through an online platform previously set by the teacher.
Teaching resources	– Guidelines for peer evaluation (Appendix 7.1) – Guidelines for final evaluation (Appendix 7.2)

Appendices

Media habits and credibility handout

Interview on media habits and credibility

Interview no. 1

Question *What are the main media you use to get informed? Newspapers, social media, radio, TV? Please, could you provide an example of news media or social media platform etc. you are used to using?*

Answer (If you cannot take notes, please, record the answer)

....

....

....

....

Question *What are the media you trust more and why?*

Answer (If you cannot take notes, please, record the answer)

....

....

....

....

Interview no. 2

Question *What are the main media you use to get informed? Newspapers, social media, radio, TV? Please, could you provide an example of news media or social media platform etc. you are used to using?*

Answer (If you cannot take notes, please, record the answer)

....

....

....

....

Question *What are the media you trust more and why?*

Answer (If you cannot take notes, please, record the answer)

....

....

....

....

Examples of news media to be classified

Besides the newspapers and the magazines that the teacher can easily bring to school, additional resources to be suggested for media analysis are (language: Italian):

R1   *https://voxnews.info/2018/01/30/tendopoli-immigrati-aggrediscono-troupe-la7-a-colpi-di-martello-spaccano-dito-a-giornalista/*

R2   *http://tuttiicriminidegliimmigrati.com/ragazzo-italiano-pestato-a-sangue-da-migranti-per-sigaretta-negata/*

R3   *http://www.gonews.it/2014/03/18/ladri-allassalto-di-negozi-e-turisti-arresti-e-denunce-dei-carabinieri/*

R4   *https://italianipacificicontroilbuonismo.wordpress.com/2017/04/19/portano-malattie/*

R5   *https://www.facebook.com/ResistenzaIdentitaria/*

R6   *http://3.citynews-monzatoday.stgy.ovh/~media/horizontal-low/37051304122768/m5s.jpg*

R7   *http://voxnews.info/2017/07/09/piano-del-governo-navi-ong-scaricheranno-clandestini-a-roma/*

R8   *https://st.ilfattoquotidiano.it/wp-content/uploads/2013/05/forzanuova.jpg?adf349*

R9   *https://thesocietypages.org/socimages/files/blogger2wp/Race-Anti-ImmigrantItalianPoliticalPropaganda.jpg*

R10 *https://voxnews.info/wp-content/files/2015/07/1437237579-giannelli-628x372.jpg*

R11 *https://pbs.twimg.com/media/COAkRPJWoAEhbuN.png*

R12 *https://voxnews.info/2018/01/27/clandestini-incendiano-baraccopoli-distrutta-ora-gliene-faremo-una-nuova/*

Guiding questions for peer evaluation

1. Were your classmates effective in describing the type of news media reported in their poster?

2. Were they accurate in reporting the reasons why certain news media were classified in that way?

3. Did your classmates question certain classifications? (for example, they didn't agree with considering a certain piece of news propaganda)

A camera shot is the amount of space that is seen in one shot or frame. Camera shots are used to demonstrate different aspects of a film's setting, characters and themes. As a result, camera shots are very important in shaping meaning.

An **extreme long shot** contains a large amount of landscape. It is often used at the beginning of a scene to establish general location (setting). This is also known as an establishing shot.

A **long shot** contains landscape but gives the viewer a more specific idea of setting. A long shot may show the viewers the building where the action will take place.

A **full shot** contains a complete view of the characters. From this shot, viewers can identify the subjects and maybe also the relationships between them

A **mid shot** contains the characters or a character from the waist up. From this shot viewers can see the characters' faces more clearly as well as their interaction with other characters.

A **close-up shot** contains just one character's face. This enables viewers to understand his/her emotions and also allows them to empathize with the character.
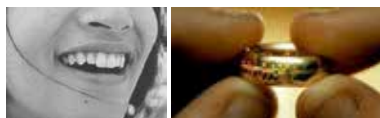
An **extreme close-up shot** contains one part of a character's face or other object. This type of shot creates an intense mood and provides interaction between the audience and the scene.

When a subject is photographed or filmed the camera can be placed parallel to the subject (at eye level) or above or below them. This is called the "camera angle" and each option has different effects. See diagram below:

The camera angle is the angle at which the camera is placed relative to the subject.

LOW ANGLE		
	🎬	camera is looking up
	🎬	subject looks large
	🎬	angle creates the impression of power in subject
NORMAL OR STRAIGHT ANGLE	🎬	camera is at eye-level of subject
	🎬	subject looks even with, or equal to, viewer
	🎬	angle makes viewer feel equal to subject and may even cause viewer to identify with subject
HIGH ANGLE	🎬	camera is looking down
	🎬	subject appears small
	🎬	angle creates the impression of weakness in subject

Camera angles basically do two things – they show someone's power and/or status. Now let's see what these angles do on the emotional and psychological level (the following pictures are print screen shots from the film **Clash of the Titans 2**):

High angle

Clash of the Titans 2 (2012)

A high angle shot reduces the height of a character and makes him seem smaller, inferior and/or vulnerable. It seems like the character is belittled, looked down upon, helpless and insignificant.

Low angle

Clash of the Titans 2 (2012)

Characters viewed from a low angle seem superior, dominant, bigger, powerful or ominous. Low angle gives them a symbol of authority and respect.

It is, however, important to remember that the effects of filming at different angles are not automatic, other things about the shot or within the frame can change how audiences react.

Guiding questions for peer evaluation

1. Did your classmates describe clearly how the two visual language techniques (camera shots and camera angles) were applied?
2. Did your classmates explain effectively the meaning of the pictures they analysed by showing pertinent examples?
3. Were your classmates able to communicate the emotions that the video vehiculates?

Appendix Unit 3.1

Editing handout

In this handout you will learn about three basic techniques used when editing moving images:

1. **Continuity shots**
2. **Inserts**
3. **The Kuleshov effect**

Continuity Shots

The art of editing is also the art of assembling shots. The continuity shot is the passage from one shot to another. In other words, it is the way the last image of a shot will be linked to the first image of the next shot. In order for this passage to be coherent, certain rules have to be followed. You will find a non-exhaustive list:

From the largest to the smallest shot or vice-versa
As we have seen previously, in an audio-visual narrative we can detect different types of camera. They are used constantly throughout the story. Generally, we start from a large shot and move towards a small shot. This way of doing allows putting the action in context.

(Text: Some guys are going to meet up at the park and one of them has great news to tell his friends...)

However, even the reverse is possible:

The rule of the two size shots

When we move from one shot to another, the rule requires that there will be at least two shot sizes in between the two. For example, if we move from an extreme close-up to a close-up shot this will annoy the viewer as they are too similar. It is better to move from a mid-shot to an extreme close-up one.

The out-of-focus shot

When we finish a shot by a blurred image it generally means that the next shot, which will also start by a blurred image, will be a flashback, a dream or an evocation. This type of shot is also called "insert".

Inserts

Inserts are shots that have the characteristic of being inserted within a series of shots, which have a different subject each. There are 4 types of inserts:

- **The explanatory insert**
  It presents a detail which is emphasised, generally by a close-up. For example, a gun hidden in a character's hand; an article's title in a newspaper being read by a character; a clock indicating the time, etc. This detail shows a real importance in the story.

- **The subjective insert**
  This shot makes a character's thought, idea, dream, etc. become a reality.

- **The displaced insert**
  It is a shot which is fully part of the story's proceedings but is moved in time. It is mainly about the flashback (leap in the past) and the flashforward (leap in the future).

- **The comparative insert**
  This shot compares an element of the story to something else, for example comparing a crowd to a flock of sheep.

The Kuleshov Effect

The continuity between two shots (and/or inserts) can give an image a meaning it did not have at the beginning. This is an effect which was observed by the Russian filmmaker Lev Kuleshov. To do so, he associated a very expressionless close-up of the Russian actor Ivan Mosjoukine with three different images: a plate of soup, a coffin and a woman lying on a sofa. When the actor's face is associated with food, it seems that the desire to eat can be read on his face; when it is associated with the coffin, the face seems to express sadness and when associated to the image of the woman, lust can be noted.

Kuleshov's experiment is available for consultation on the Internet. Original images are not shown as they were not kept.

https://m.youtube.com/watch?v=_gGl3LJ7vHc

These observations and recommendations will allow you now to prepare the shooting of your video journal story with the aid of the audio-visual language tackled in the first part of the unit.

Additional notes relating to editing

Editing puts together not just camera shots, but also music and voice-over when the voice heard is off camera. The way these three elements: images, music and voice are linked together can transform meaning. Different music played over the same image can completely change the meaning of that image. The same applies to an image associated with a news report whether it is on TV or printed in a newspaper.

The frequency of the cuts in editing give rhythm to the narrative and contributes to defining a certain type of mood. Frequent cuts (fast editing) can create suspense or tension, while slow editing with long takes can suggest calmness and tranquillity.

Appendix Unit 3.2	**Questions for peer evaluation**

1. Were your classmates able to present their products, explaining the way they applied the audio-visual techniques they have learnt?
2. Did your classmates reach a sufficient level of technical ability in using the audio-visual techniques?
3. Were your classmates effective in addressing their audience?
4. Were your classmates effective in creating the meaning they wanted to create?

Appendix Unit 4.1	**Critical analysis worksheet**

Guideline questions
- What type of video is it (e.g. news report, documentary etc.)?
- What is the message?
- What is its aim?
- How was it constructed (i.e. what audio-visual techniques)?
- Do we know who created it?
- Do we know the source of the information contained in it?
- Can we verify the information?
- Who is it targeting?
- What is the point of view?
- Is there more than one point of view?

Appendix Unit 4.2	**Guiding questions for peer evaluation**

1. Were your classmates effective in describing the audio-visual techniques of the video they analysed?
2. Were they able to explain the purpose, the target and point of view of the video?
3. Were they able to catch the main message of the video?

How to collect information: Interviews, Observation, Research

Any journalist, whether a professional or a citizen dedicated freely to this activity, needs to do research and to obtain information prior to writing an article or shooting a video-report.

Journalists can typically use three tools to collect information on stories they want to tell: interviews, observation and background information research.

- **Interviews.** One can interview well-known people such as experts, politicians, entrepreneurs, scientists, witnesses as well as less well-known people to whom the media generally hardly give any space. Everything depends, of course, on the story to be told and on how it will be narrated. If one takes into account diversity, the stories and the points of view of the ones who generally are left aside in real life or under-represented in the media, should become primordial. Contact with the interviewee can take place face-to-face or by e-mail, telephone, etc.

- **Observation.** Observing reality is still a fundamental tool to access useful information in order to write a story. This is about visiting places which one has heard of, observing the development of facts, the witnesses or the protagonists of the story.

- **Research.** One can look for useful information to write an article by doing an Internet search through search engines or databases, by getting access to government documents or by reading scholarly articles, etc.

However, collecting and looking for information is not enough to prepare a good report. Quality journalism requires checking sources very carefully and controlling facts meticulously. This practice is, nowadays, hardly ever carried out in newsrooms; news is spread very quickly and traditional journalism cannot keep the pace with the speed at which news is disseminated on the web. And yet, checking sources is part of the professional code of ethics.

Building a video-report: a plan for action

Work plan	
Your video-report title	*It's up to you! Please, specify*
Roles and tasks	*Possible roles: infobroker (someone who finds sources and data), reporter (collects information and organises it into a coherent story), editor (reviews texts, suggests changes), video-recorder, technician, etc.*
Tools for the publication	*You can use a blog, a wiki or other.*
Specific topic	*Specify the topic you focus on.*
Possible sources	*You can use data on school population (for example, how many girls, how many boys), interviews with schoolmates, interviews with teachers, etc.*
Timetable	*Consider the following phases to be distributed between four hours in the classroom plus some work at home:* *– Collection of video-information* *– Editing of the video-report* *– Revision of the video-report* *– Publication online*
Shooting list	*Specify what type of images you need for video-report including time (e.g. interviews with classmates, 2 minutes).*

Snapshot of the video report

Title of the video report	
Key messages	*Summarise the main message of the video-report*
Voices represented	*Specify the represented voices paying attention to be pluralistic and inclusive*
Setting	*Specify the places where the video has been video-recorded and reflect on the exhaustiveness of your video*
Duration	*Specify the duration taking into account that 3-5 minutes would be enough*

Guidelines for self-evaluation group

1. Were we effective in communicating the key message?
2. Did we report about socially and culturally sensitive issues in a respectful way?
3. Did we collaborate effectively to reach the common objective of producing a video-report?

Appendix Unit 7.1

Guidelines for peer evaluation

1. Were your classmates effective in communicating the key message?
2. Did your classmates effectively report about socially and culturally sensitive issues in a respectful way?
3. Did you suggest this video-report to your friends?

Appendix Unit 7.2

Guidelines for final evaluation

1. Were the students effective in communicating the key message?
2. Did your students effectively report about socially and culturally sensitive issues in a respectful way?
3. Were all students active and involved in the production of the video-report?