

IT'S MEDIA LIT!

& SOCIAL JUSTICE

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Inspired by

- *NAMLE Conference 2021*

<https://namleconference.net/2021conference/>

- *Media Lit Seminar 2022*

<https://medialitseminar.wixsite.com/medialitseminar2022>



2021 NAMLE Conference

"Media Literacy • Social Justice"
July 16-18, 2021
Virtual Conference



29 January & 19 February 2022
BRUSSELS

Media literacy (NAMLE definition)

Media literacy **empowers** people to be both **critical thinkers** and creative **producers** of an increasingly wide range of messages using image, language, and sound. It is the skillful application of literacy skills to media and technology messages. As communication technologies transform society, they impact our understanding of ourselves, our communities, and our diverse cultures, making media literacy an essential life skill for the 21st century.

Social justice

= having **equal** access to **all** aspects of society



#1 What's in a word

Fill in each blank with a word or phrase that completes the sentence about equity in education in a way that makes sense to you.

(1) individually, (2) with a partner, (3) as a group

All children are capable of _____, but we cannot expect all students to _____ when far too many are _____.



#1 What's in a word

□ Invisible/implicit bias.

- Can easily be replicated with any other text.
- Conversation about the power of our words.
- Opportunity for self-reflection (How do we express ourselves?).

<https://www.edsurge.com/news/2019-09-04-everyone-has-invisible-bias-this-lesson-shows-students-how-to-recognize-it>

#2 Navigating data worlds

Which parts of our body generate data?



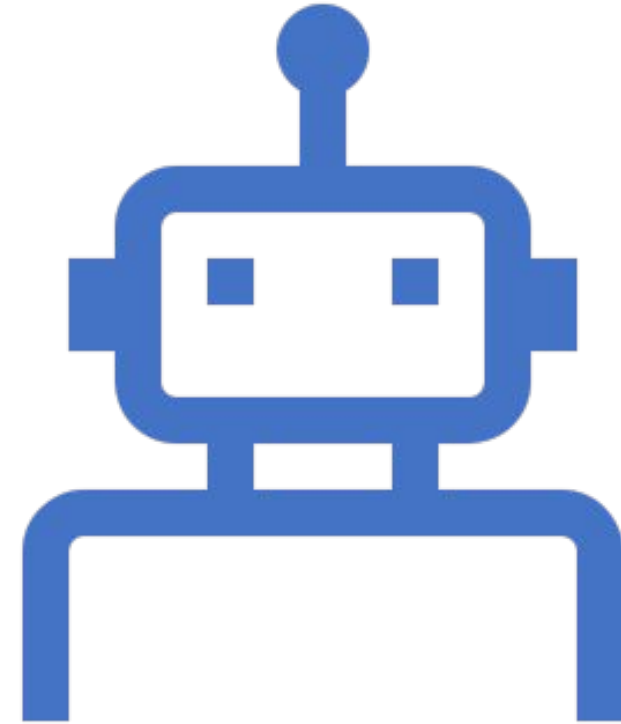
#2 Navigating data worlds

□ (Why) should we be concerned about this?

Big data can be used:

- to better market products to us;
- to inform algorithmic decision-making.

□ Critical data literacy



#2 Navigating data worlds

How do algorithms see images?

- 1) Select a photo that includes a person, and write down adjectives and nouns to describe what you see in the image.
- 2) Now upload the image to the OpenTag software (<https://bit.ly/3LZ3L49>) and see how AI sees the image you selected.
- 3) What was similar and different in the descriptive words? Did something surprise you? Do you think the algorithm sees things differently?



FROM PRESENTATION TO REPRESENTATION: INTERROGATING GENDER IN THE MEDIA

WHO MAKES THE NEWS?
A GENDER PERSPECTIVE
INTO THE MEDIA

THE GLOBAL MEDIA MONITORING PROJECT

LARGEST AND LONGEST RUNNING RESEARCH INTO GENDER IN THE WORLD NEWS MEDIA

BORN OUT OF CONCERN FOR INTEGRITY AND DIGNITY OF WOMEN

THE MEDIA PRESENTS A MALE-CENTRIC VIEW OF THE WORLD

TRANSGENDER AND GENDER MINORITIES ARE BARELY MENTIONED

DISASTER REPORTING DOES NOT REPRESENT THE AFFECTS ON WOMEN AND MINORITIES



THE REALITY OF WOMEN IN THE WORKPLACE IS THAT THEIR CONTRIBUTION IS DOWNPLAYED IN THE MEDIA

STEREOTYPES

- BLATANT: SEXUALISATION OF WOMEN
- SUBTLE: CAN BE EASY TO MISS BUT CLEARLY DANGEROUS
- MISSED OPPORTUNITY: FAILING TO INCLUDE GENDER BALANCE

WOMEN ARE ONLY INVITED TO SPEAK ON SPECIFIC TOPICS ONLY

WOMEN HAVE TO DEAL WITH

MANSPLAINING



WE SHOULDN'T HAVE TO PRESENT PERFECTION TO EXIST IN THE WORLD

PIXEL-PERFECT: THE CHANGING FACES OF DIGITAL WOMANHOOD



IDEAL
NARROW PARAMETERS OF ACCEPTABILITY
BEING PERFECT NOW EXTENDS TO ALL ASPECT OF SELF REPRESENTATION, ALL HAPPENING IN THE SAME PLACE

YOUNG WOMEN ARE LIVING IN UNPRECEDENTED TIMES WHERE THEY ARE PRESSURED TO LOOK PERFECT AND PRESENT THE PERFECT LIFE

WOMEN ARE ASKED TO BE LESS AGGRESSIVE IN THE MEDIA

THERE IS A LACK OF GENDER DIVERSITY IN LANGUAGE

IT'S NOT JUST ABOUT MEN AND WOMEN

PROVIDE DATA ON THE GENDER GAP

WE CAN'T STOP TALKING AND MUST HAVE

HOPE

Authenticity

THE TRUE SELF VS THE DIGITAL SELF

GENDER
= HISTORICAL & SOCIAL PERFORMANCE

WHAT IS IT THAT MAKES A PERSON WHO THEY ARE?

DIGITAL MEDIA HAS FUNDAMENTALLY CHANGED US AND OUR RELATIONSHIP WITH EACH OTHER

IMPRESSION MANAGEMENT: MANAGING THE WAY IN WHICH WE ARE REPRESENTED TO INTERNET AUDIENCES

"IT IS NOT JUST ABOUT YOUR IMAGE, IT IS ALSO ABOUT WHAT YOU ARE TALKING ABOUT AND SHARING ON SOCIAL MEDIA"

THE DIFFERENT ROLES WE PLAY WITH DIFFERENT PEOPLE ARE ALL AUTHENTIC

BUT SOCIAL MEDIA REDUCES THE NUMBER OF STAGES WE CAN PERFORM ON

STOP CLICKING ON GENDER STEREOTYPICAL ARTICLES AND HEADLINES!

NAME AND SHAME GENDER STEREOTYPING IN THE MEDIA



Co-funded by the European Union

#2 Navigating data words

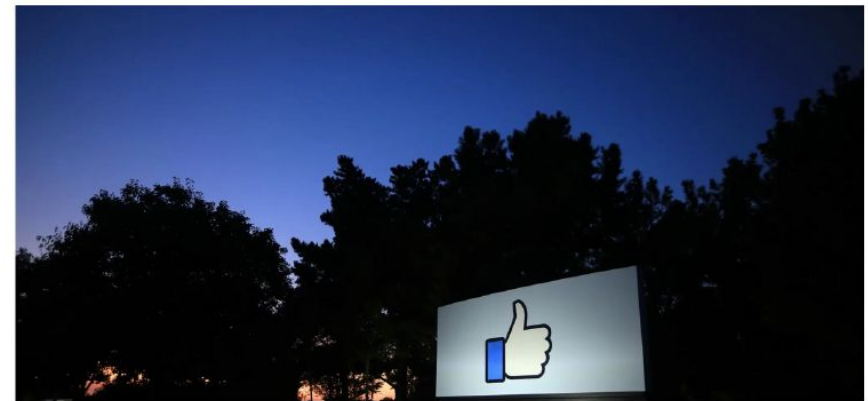
□ Algorithmic bias

<https://www.nytimes.com/2021/09/03/technology/facebook-ai-race-primates.html>

The New York Times

Facebook Apologizes After A.I. Puts 'Primates' Label on Video of Black Men

Facebook called it “an unacceptable error.” The company has struggled with other issues related to race.



#2 Navigating data worlds

<https://www.theguardian.com/technology/2020/sep/21/twitter-apologises-for-racist-image-cropping-algorithm>

Twitter apologises for 'racist' image-cropping algorithm

Users highlight examples of feature automatically focusing on white faces over black ones



Twitter users began to spot flaws in the feature over the weekend. Photograph: Glenn Chapman/AFP/Getty Images

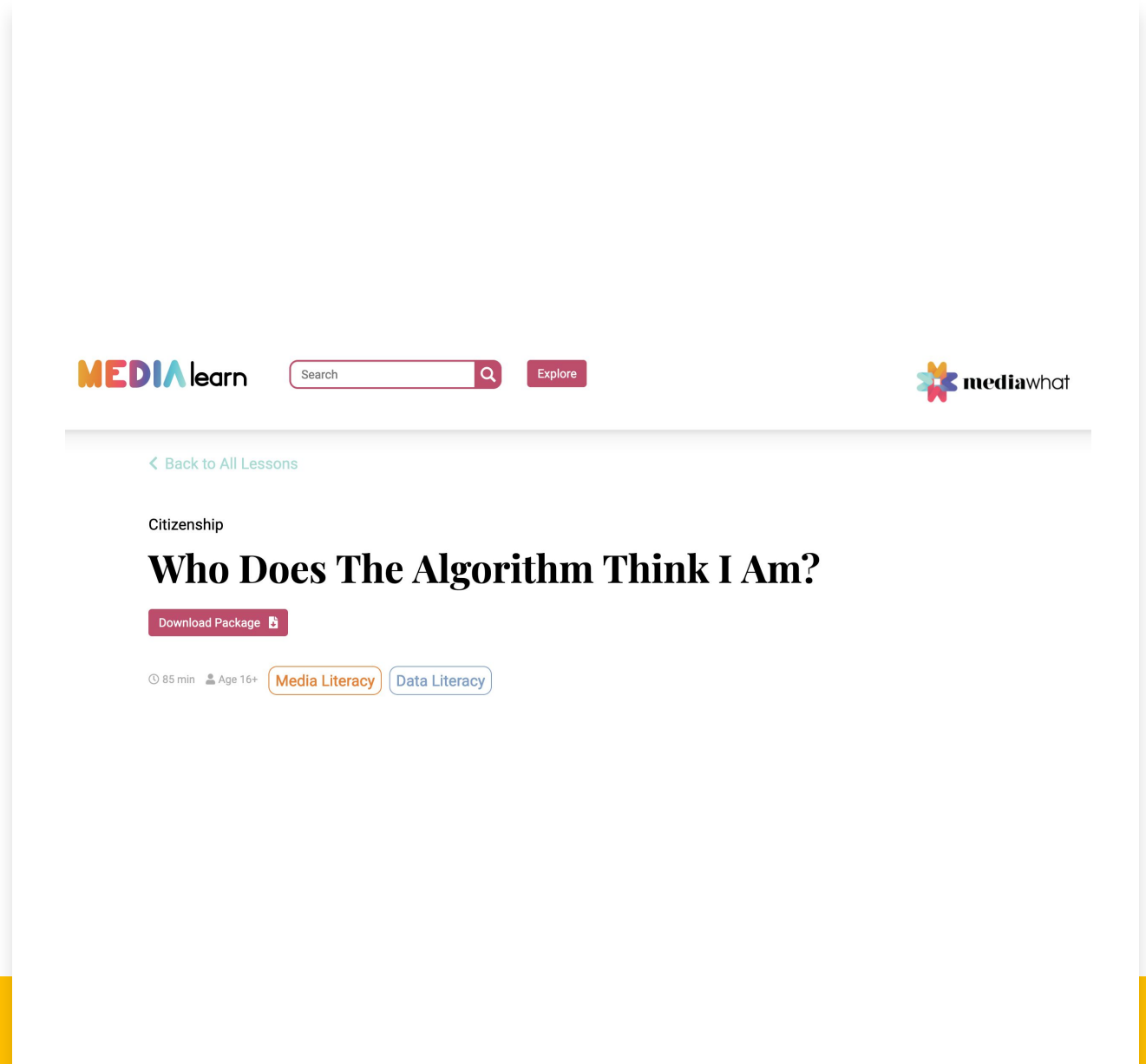
#2 Navigating data worlds

- What do you know about data?

<http://medialearn.mediawhat.org/en/lessons/what-do-you-know-about-data>

- Who does the algorithm think I am?

<http://medialearn.mediawhat.org/en/lessons/who-does-the-algorithm-think-i-am>



The screenshot shows the MEDIAlearn website interface. At the top left is the 'MEDIAlearn' logo. To its right is a search bar with a magnifying glass icon and an 'Explore' button. Further right is the 'mediawhat' logo, which consists of a colorful flower-like icon and the text 'mediawhat'. Below the navigation bar is a light gray horizontal bar containing a link '< Back to All Lessons'. Underneath this bar, the text 'Citizenship' is displayed. The main title of the lesson is 'Who Does The Algorithm Think I Am?' in a large, bold, black font. Below the title is a red button labeled 'Download Package' with a download icon. At the bottom of the lesson card, there are three items: a clock icon followed by '85 min', a person icon followed by 'Age 16+', and two tags: 'Media Literacy' (in an orange box) and 'Data Literacy' (in a blue box).

"After close review of recent Tweets from the @realDonaldTrump account and the context around them -- specifically how they are being received and interpreted on and off Twitter -- we have permanently suspended the account due to the risk of further incitement of violence," Twitter wrote in a statement.

#3 Learning to differ

<https://abcnews.go.com/Politics/twitter-permanently-suspends-donald-trumps-account/story?id=75143546>

#3 Learning to differ

https://ec.europa.eu/commission/presscorner/detail/en/ip_22_2545

Press release | 23 April 2022 | Brussels

Digital Services Act: Commission welcomes political agreement on rules ensuring a safe and accountable online environment

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Print friendly pdf

Press contact

The Commission welcomes the swift political agreement reached today between the European Parliament and EU Member States on the proposal on the Digital Services Act (DSA), [proposed by the Commission](#) in December 2020. The DSA sets out an unprecedented new standard for the accountability of online platforms regarding illegal and harmful content. It will provide better protection for internet users and their fundamental rights, as well as define a single set of rules in the internal market, helping smaller platforms to scale up.

The image features a vibrant blue background densely populated with numerous speech bubbles of various colors, including red, yellow, pink, and light grey. Each speech bubble contains a large, dark blue question mark, creating a visual metaphor for inquiry and uncertainty. The bubbles are scattered across the frame, some overlapping, and their colors are distributed in a non-uniform, organic pattern.

Who should decide what is allowed
on social media?



Who should decide what is allowed on social media?

- A. **Freedom of speech** is important. Social media can't take action against what users post.
 - B. **Individual users** make the social media content. So it is best that the users intervene when they think someone has gone too far.
 - C. **Social media platforms** can decide what is and isn't allowed. The government can encourage them to protect certain boundaries.
 - D. There are boundaries to what you can say and do. It is up to **the government** to protect those boundaries, also on social media.
-



Who should decide what is allowed on social media?

- Team up in four groups!
 - You receive a piece of paper with one of the points of view. Look for arguments for 2 minutes and then hand the piece of paper over to the next team.
 - Now add arguments for the next point of view. You get 1 minute.
 - Repeat till you have written arguments for each point of view and you have received the first point of view again.
 - Have a look at the list of arguments and summarise them.
-



Who should decide what is allowed on social media?

What do you think?

□ Corner A, B, C, D.

Can we find a solution that is good for everyone?

#3 Learning to differ

□ Polarisation

EDUBOX *Wij-zij-denken. Leren van mening verschillen* (Mediawijs)

<https://www.mediawijs.be/nl/tools/edubox-wij-zij-denken>



mediawijs

Home > Tools >

EDUbox Wij-zij-denken

Educatief pakket

Over sommige onderwerpen lopen de spanningen hoog op. Het lijkt dan alsof je alleen een kamp 'voor' en een kamp 'tegen' hebt. Als leerkracht vermijd je zulke thema's misschien omdat ze te gevoelig liggen. De EDUbox Wij-zij-denken laat jongeren in de klas oefenen in het omgaan met meningsverschillen.

Voor leerlingen uit de 3e graad secundair onderwijs.

#4 Resources

□ **Digital citizenship:** Get Digital lesson plans (Facebook)

<https://www.facebook.com/fbgetdigital/educators>

□ **Climate change and environmental justice:** publications, lessons, podcasts... (UCLA)

<https://guides.library.ucla.edu/educ466/climate>

□ **Media literacy education:** lesson plans (National Council of Teachers of English)

<https://www.readwritethink.org/collections/media-literacy>

Let's stay connected!

- Annelene Timmermans   
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- **Global Educators Conversations**
(Saturday 4 and 18 June 2022, Zoom)

