



Pestalozzi

Training Resources

History Education (HIS)

Introduction to media analysis and use of media
in the classroom

by

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Editor: Pascale Mompoin-Gaillard



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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Theme: Using media education in teaching history

Expected outcome

- To teach different media content analysis methods appropriate for the classroom.
- To promote the use of media in the classroom, within a cross curricular approach.
- To learn to assess the reliability of media (text) and history sources

Target group

Type of training	School level / age	Subject area
Initial and in-service training	Ages 12-19	History, citizenship

Brief description of the unit

The material contains activities, suggestions, advice and explanations for teachers on the topic of the use of media, here textual content, analysis of media sources in the classroom. The fast development of media elicits the need to develop competences to analyse different media formats today. This aim can be integrated into several subject matters in schools and in many fields of education in general. Teachers, who routinely use different kinds of sources in history and civics lessons at school, should also use media-based sources as the intersection of history, civics and media is manifest. This material concentrates on media-based sources (e.g. newspapers) and on methods of text analysis. Crisis situations are used to bring up opportunities to work with the emotional aspects and bias in the media thus increasing the trainee's capacity to judge the reliability of sources.

Methods/techniques used

Individual and group work; interpretive approach

Time 3 hours

Pre-reading	Prior to the session
Activity 1	▶ 60 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 60 minutes

Tips for trainers

Teacher trainers from different regions or different countries can use different sources here. They should choose sample from different in media fields, for example: from newspapers, television, internet, etc. A Teacher can also use extracts from articles in case article are too lengthy, but keeping the original materials is often important to fully analyse the overt and covert content contained in a media source .

Resources

Articles from newspapers, photos from newspapers	
At least 2 sets of 2 articles, each set on one same theme	
Introduction	Appendix 1
Examples of articles	Appendix 2

Activity 1 Text analysis around a crisis situation



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To teach different media content analysis methods appropriate for the classroom. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To analyse the pervasive effect of our emotions in the treatment of crisis situations in the media both as readers and as producers of content. ➢ To apply text analysis methods to identify bias in the media and develop a critical attitude toward media. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Individual work, text analysis methods 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Resources for introduction (appendix 1) ➢ Sets of articles: each set is comprised of 2 articles on the same theme or event but present different perspectives – you will need one set/ 8 participants (4 copies of one article + 4 copies of the second article). ➢ An example of a set of articles (appendix 2) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ The room is set up for individual work. 	

<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Present an introduction on key terms concerning the topic: you can use the resources suggested in appendix 1. ➤ Divide the whole group in groups of maximum 8 participants. ➤ Hand out copies of articles: each group should receive a set of articles on the same story or theme but presenting different perspectives: for example, a group of 8 would receive a set of 8 copies: 4 copies of an article presenting one perspective on an event + 4 copies of another article presenting a different perspective on the same event. ➤ Ask participants to underline in the text with different colours: <ul style="list-style-type: none"> - Blue: all sources found in the article; - Red: the “hard” facts; - Green: the commentary; ➤ Then ask participants to individually take notes on what they feel or guess about the article: underlying emotions, choice of quotes, emphasis on certain themes, repetition, ... 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The trainer can provide stimulus material that presents a one-sided and potentially controversial view of an historical event/period (e.g. the Arab-Israeli conflict, the crusades, colonisation, etc) and discuss whether teachers should use such material or in what context might they use sensitive material like this ➤ The idea is not to challenge preconceptions at this point, but to allow them to emerge so that they can be challenged later. These preconceptions may already be quite strong and the process of challenging them may in fact reaffirm them if done too soon and without identifying their shortcomings collaboratively. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Did you feel comfortable doing this activity? ➤ Did you feel any particular emotions while reading the articles? 	

Activity 2 Confronting our findings



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To learn to assess the reliability of media (text) and history sources <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To learn techniques that allow students to differentiate types of sources, and evaluate their reliability. ➢ To raise awareness on bias in information treatment. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Group work; dialogical approach 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Table for recording results (appendix 3) 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Arrange the room for group work. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Ask groups to choose a moderators and a rapporteur ➢ Ask the groups of 8 to confront their reading by filling in together the table in appendix 3. ➢ When tables are filled, have each group present to the whole group the table and explain its contents. Have them focus on the similarities and differences between the set of articles. ➢ Moderate a discussion on the findings and sum up using the theoretical base you presented during Activity 1: sources, primary source, secondary sources, media genres, etc. 	

<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ Although we are working on crisis situations, the trainer should avoid topics that are “too sensitive” in order to stay focused on the task of determining the reliability of sources, treatment of information and bias in the media. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ <i>“What did you learn during this activity?”</i> 	

Activity 3 Comparing Sources



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To promote the use of media in the classroom, within a cross curricular approach. ➢ To develop trainees skills in identifying criteria for judging the reliability of sources. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To learn rules for the analysis and comparison of sources. ➢ To develop trainees awareness of bias in the media 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ A set of questions (appendix 4) 	

► Practical arrangements:

- Arrange the room for group work.

► Instructions / procedure:

- Ask groups to change moderators and rapporteurs
- Ask groups to answer the questions in the worksheet in appendix 4.
- While they are doing the task, go around in groups and help them come up with new answers and analyse the article thoroughly.
- Ask groups to make a poster listing the 5 most important answers they found while working together during this activity.
- Have groups show their posters to the whole group

► Tips to trainers/anticipated difficulties:

- The list of questions is quite lengthy. You may chose to reduce it or have the groups go quickly through them depending on your aim: a group that is at ease with the topic will benefit from skimming through the questions to get a feel of what the activity can bring student in a classroom; a groups who shows more restraint with the topic should be given the opportunity to focus more in depth on fewer questions.

Evaluation and assessment

You can use the following questions:

	Notes
➤ What are the 3 most important things you learned?	
➤ Would you use this activity in you classroom?	

<p>➤ What will be the challenges for your classroom?</p>	
<p>➤ How might you follow up these issues in your teaching?</p>	
<p>➤ What other questions are raised by this type of activities?</p>	

Appendix 1:

Activity 1

Resources for an introduction on the key terms for this session:

- Primary source :
- Secondary source
- Media genres
- etc...

<http://memory.loc.gov/learn/lessons/psources/source.html#top>

<http://www.collectionscanada.gc.ca/education/008-3010-e.html>

<http://www.ithaca.edu/library/course/primary.html>

Appendix 2:

Activity 1

CASE 1: Koran shooting in Iraq

SOURCE 1

BBC News

US sniper shot at Koran in Iraq

18 May 2008

An American sniper has been sent home from Iraq for using a copy of the Koran for target practice at a shooting range near Baghdad, the US military says.

The Muslim holy book was found riddled with bullet holes last week by Iraqi police, who also discovered offensive graffiti inside its cover.

A US military spokesman said the soldier had been removed from his unit, sent home, and would be disciplined.

He was unnamed, but was reportedly a staff sergeant in a sniper section.

US military spokesman Colonel Bill Buckner said the incident was "both serious and deeply troubling", but stressed it was an "isolated incident and a result of one soldier's actions".

The US army's commander in Baghdad, Major-General Jeffery Hammond, made a personal apology to local Sunni Arab leaders in Radwaniya, CNN reported.

On arrival, he was met by hundreds of protesting tribesmen.

"In the most humble manner, I look into your eyes today and I say, please forgive me and my soldiers," Gen Hammond said, according to CNN.

The military presented the elders with a new copy of the Koran.

An Iraqi community leader said Sunni Arab tribal units who fought alongside US forces had threatened to quit, but that the US apology had assuaged their anger.

"I was feeling bitterness, but as long as they apologised we are okay with them. Our anger has cooled," Saeed al-Zubaie told Reuters.

SOURCE 2

USA Today

U.S. military pulls Quran shooter out of Iraq

18.05.08

An American sniper was removed from Iraq after he used a copy of the Quran for target practice, the military said Sunday, a day after a U.S. commander held a formal ceremony apologizing to Sunni tribal leaders.

The elaborate ceremony — in which one U.S. officer kissed a new copy of Islam's holy book before giving it to the tribal leaders — reflected the military's eagerness to stave off anger among Sunni Arabs it has been cultivating as allies.

The tribesmen have become key in the fight against al-Qaeda in Iraq militants, who depict the American forces as anti-Islamic occupiers. One anti-U.S. Iraqi Sunni group condemned the Quran shooting, calling it "a hideous act." Similar perceived insults to Islam have triggered protests throughout the Muslim world.

Iraqi police found the bullet-riddled Quran with graffiti inside the cover on a firing range near a police station in Radwanayah, a former insurgent stronghold west of Baghdad, U.S. military spokesman Col. Bill Buckner said.

American commanders launched an inquiry that led to disciplinary action against the unidentified soldier, who has been removed from Iraq, Buckner said.

Members of the local U.S.-allied group said the Quran was found with 14 bullet holes in a field after U.S. troops withdrew from a base in the area.

Sheik Ahmed Khudayer al-Janabi, a local tribal leader, said the group had planned a protest march last Thursday but called it off under pressure from U.S. forces and to prevent any insurgent violence as retaliation.

The incident, which occurred on May 9 and was discovered two days later, was first reported by CNN, which broadcast a ceremony at which the top American commander in Baghdad apologized to tribal leaders Saturday in Radwanayah. The military confirmed the details Sunday in an e-mailed response to a query.

"I come before you here seeking your forgiveness," Maj. Gen. Jeffery Hammond was quoted as saying at the ceremony. "In the most humble manner I look in your eyes today and I say please forgive me and my soldiers."

"The actions of one soldier were nothing more than criminal behavior," he added. "I've come to this land to protect you, to support you — not to harm you — and the behavior of this soldier was nothing short of wrong and unacceptable."

The commander also read a letter of apology by the shooter, who has not been identified, while another military official kissed a Quran and presented it to the tribal leaders, according to CNN.

Tribal leaders, dignitaries and local security officials attended the ceremony, while protesters carried banners and chanted slogans, including "Yes, yes to the Quran" and "America out, out."

The military statement called the incident "serious and deeply troubling" but stressed it was the result of one soldier's actions and "not representative of the professionalism of our soldiers or the respect they have for all faiths."

The hard-line Association of Muslim Scholars condemned the shooting and what it said was a belated acknowledgment of the incident, calling it "a hideous act against the book of almighty God and the constitution of the nation and the source of its glory and dignity."

The alliances between Sunni tribes and U.S. forces have been key to a steep decline in violence over the past year. But the Quran incident was the latest in a series of setbacks, including the accidental killings of U.S.-allied fighters, that have raised concerns about the fragility of the support for the American forces.

U.S. troops also have struggled to overcome the perception that they are insensitive to Islamic traditions after several missteps in the early stages of the war in Iraq.

Sheik Eid Majid al-Zubaie, the preacher at the Radwaniyah mosque, said local leaders were outraged over the discovery of the Quran, which he said was shot through and had big dark X's and other graffiti on the pages. But he said they had accepted the military's apology.

"There is not any difference between this soldier and the figure in Denmark who made the caricature drawings against the Prophet Mohammed," al-Zubaie said. "But they apologized and expelled the soldier."

Separately, relatives mourned the deaths of six people, five of them children, killed when mortar shells slammed into a neighborhood while they were playing outside in a predominantly Shiite area on the eastern outskirts of Baghdad on Saturday.

Bandaged girls and boys with bloodstained clothes — among 14 children wounded in the blasts — cried as they were packed two to a bed at the hospital to which they were taken in the Shiite stronghold of Sadr City.

Mortar rounds struck a house, an open area and a street where boys were playing soccer in the Maamil neighborhood on Baghdad's northeastern outskirts, witnesses said.

Nadim Jabir, 33, said he lost his 4-year-old son Abbas, and that his wife and 10-year-old daughter were wounded when their mud-brick house was hit.

"My wife was panicked and ran out with my three children," he said, adding he ran after them but was thrown to the ground by the force of another blast.

"When the dust settled, I saw my only boy Abbas lying on the ground with many other kids. All were groaning and some kids were missing limbs. Abbas was hit in his head," he said.

Residents said four other children were killed. Police and hospital officials also reported a man was killed and at least 30 people were wounded.

The mortar strikes occurred as sporadic fighting continues between Shiite militiamen and U.S.-Iraqi forces despite a peace deal reached with followers of radical cleric Muqtada al-Sadr last week.

An American soldier also was killed Sunday by a roadside bomb that hit his vehicle north of Baghdad, raising to at least 4,080 the number of U.S. service members who have died since the Iraq war began in March 2003, according to an Associated Press count. Prime Minister Nouri al-Maliki said upcoming provincial elections will be staggered over several days to ensure the safety of voters and prevent the rigging of results.

The elections are to be held before Oct. 1 and will be the first provincial vote in Iraq since January 2005. The next general election is not due until December 2009.

The Iraqi government also said an al-Qaeda in Iraq leader had been sentenced to death for the slaying of a Chaldean Catholic archbishop, who was kidnapped in February and his body found days later.

Government spokesman Ali al-Dabbagh said the Iraqi Central Criminal Court handed down the sentence Sunday against Ahmed Ali Ahmed, an al-Qaeda leader also known as Abu Omar, for the bishop's killing. Archbishop Paulos Faraj Rahho was snatched in February in the northern city of Mosul by gunmen who attacked his car as he left a Mass. His body was found later in a shallow grave.

Appendix 3:

Activity 2

Name of newspaper	Article A	
	Article B	
Title of article	Article A	
	Article B	
Which sources do journalists use?	Article A	
	Article B	
What is the summary of the content	Article A	
	Article B	

Appendix 4:**Activity 3****Questions and tasks for groups:**

1. Which author used the most sources? How diverse were they?	
2. Did the author have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?	
3. How does the multiplicity of sources influence the reliability of an article? Which article do you “believe” the most?	
4. How you can characterize sources which were used in article 1 – were they - - - primary or secondary, oral or written, formal or non-formal?	

5. Was the author a neutral party, or did the creator have opinions or interests that might have influenced what was recorded?	
6. How you can define facts and opinions in the texts? Give examples!	
7. Underline all the people who are referred to in the articles in the text. Are they identified or anonymous?	
8. Analyse the position or interests the different sources represent in the crisis situation.	
9. Some institutions, places, persons, (etc) mentioned in article, are unknown for us. Find out information about these.	

<p>10. Which events are marked with exact time and which are marked with time-lag? What can you say about this? Does the time issue reflect anything about the centrality of the events that are exposed in the article?</p>	
<p>11. Are any new topics or events unrelated to the central issues that were included in the articles?</p>	
<p>12. Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?</p>	
<p>13. Did the recorder wish to inform or persuade others? (Check the words in the source. The words may tell you whether the author was trying to be objective or persuasive.) Did the author have reasons to be honest or dishonest?</p>	