

EXPLORE YOUR ECHO

EXPLORE TON ÉCHO

**A MEDIA ARTS LEARNING AND EVALUATION SITUATION (LES) ON SOCIAL MEDIA
AND ONLINE HATE IN COLLABORATION WITH PROJECT SOMEONE**

UNE SITUATION D'APPRENTISSAGE ET D'ÉVALUATION (SAÉ) EN ART MÉDIATIQUE SUR LES
MÉDIAS SOCIAUX ET LA HAINE EN LIGNE EN COLLABORATION AVEC PROJECT SOMEONE

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Someone
social media education every day

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INTRO

Explore Your Echo is a pedagogical guide that allows teachers to explore questions pertaining to social media and online hate with their high school students. It goes without saying that social media platforms play an integral part in the lives of teenagers today and that a large amount of their interactions take place on these platforms (Dennan et al., 2020). This solicits an urgent need to tackle cyberbullying issues that inevitably arise. One way to respond to online hate is to raise awareness through art. Many artists create artwork to address pressing social problems or to represent the change they would like to see in the world. Students and teachers who wish to use the *Explore Your Echo* resource will be invited to familiarize themselves with certain theoretical notions regarding hate speech, to take part in different activities that raise awareness and analyze these issues, and to create artistic content in response to online hate in the form of a short-form video. This artistic film project, inspired by the visual practices of TikTok videos and Instagram Reels, aims to help educate the community about what hate is and what it can do, and how to counter it today.

LABELS KEY

1

COMPETENCIES

The guide is divided into three sections: the first section is for secondary school teachers, the second section is for high school students and the last section is for university professors who would like to expand on certain concepts with student-teachers.

Explore Your Echo was developed in collaboration with Project SOMEONE. Project SOMEONE works to build awareness, create spaces for pluralistic dialogues, and combat discrimination and online hate. Their multimedia materials, art installations, training curricula and programs aim to prevent hate speech and build resilience towards radicalization that leads to violent extremism.



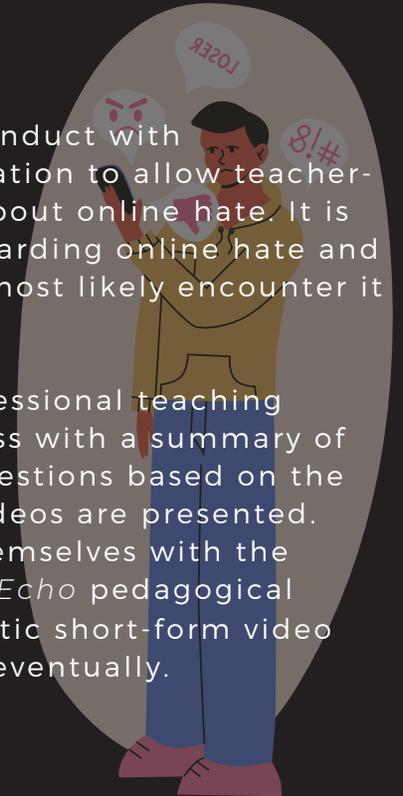
LINKS TO
WORKSHEETS &
PRESENTATION

ARTISTIC EXPRESSION OFTEN ENJOYS A WIDER DEGREE OF FREEDOM OF EXPRESSION THAN FORMAL SPEECH, AND THEREFORE ARTISTIC FREEDOM CAN OFFER A CREATIVE WAY TO NAVIGATE BETWEEN FREEDOM OF EXPRESSION AND COMBATING HATE SPEECH (MCGONAGLE ET AL., 2012)

(JÄÄSKELÄINEN, 2020, P. 71)

This section presents readings and activities to conduct with undergraduate students in Art Education or Education to allow teacher-students to familiarize themselves with notions about online hate. It is essential to raise student-teachers' awareness regarding online hate and different ways to respond to it because they will most likely encounter it in their future high school classrooms.

First, this section includes a reference to the professional teaching competencies and an outline for a 3 to 4-hour class with a summary of each proposed activity. Second, the discussion questions based on the two suggested articles are provided. Third, two videos are presented. Finally, students are encouraged to familiarize themselves with the teacher and student sections of the *Explore Your Echo* pedagogical guide and create their own prototype for the artistic short-form video project to use and share with their own students eventually.



EXPLORING PROFESSIONAL COMPETENCIES



QUEBEC TEACHING COMPETENCIES

01

ACT AS A CULTURAL
FACILITATOR WHEN
CARRYING OUT DUTIES

04

IMPLEMENT TEACHING AND
LEARNING SITUATIONS

05

EVALUATE LEARNING

12

MOBILIZE DIGITAL
TECHNOLOGIES

In addition to helping student-teachers implement and evaluate learning situations (**competencies 4 and 5** of the Quebecois teaching profession), This section will allow students to develop skills to help them build **competency 1**. Specifically, they will learn how to “[encourage] students to develop critical thinking, perspective and reflexivity with respect to their immediate environment, the media and the digital world, social, scientific, artistic, ethical and political phenomena as well as cultural works of the past and present” (Ministry of Education, p.49). This section will also allow students to work on many of the key elements of the cross-curricular **competency 12** Mobilizing Digital Technology of the teaching profession: “exercise ethical citizenship in the digital age, develop and mobilizes technological skills, harness the potential of digital resources for learning, develop and mobilize information literacy, collaborate via digital technology, communicate via digital technology, produce content via digital technology, use digital tools to foster inclusion and address diverse needs, mobilize digital technology for personal and professional empowerment, solve diverse problems via digital technology, develop critical thinking with regard to the use of digital technology, adopt an innovative and creative approach to the use of digital technology” (Ministry of Education, p.79).

LESSON PLAN

4 HOUR CLASS

SETTING UP THE CLASS: SUGGESTED READINGS

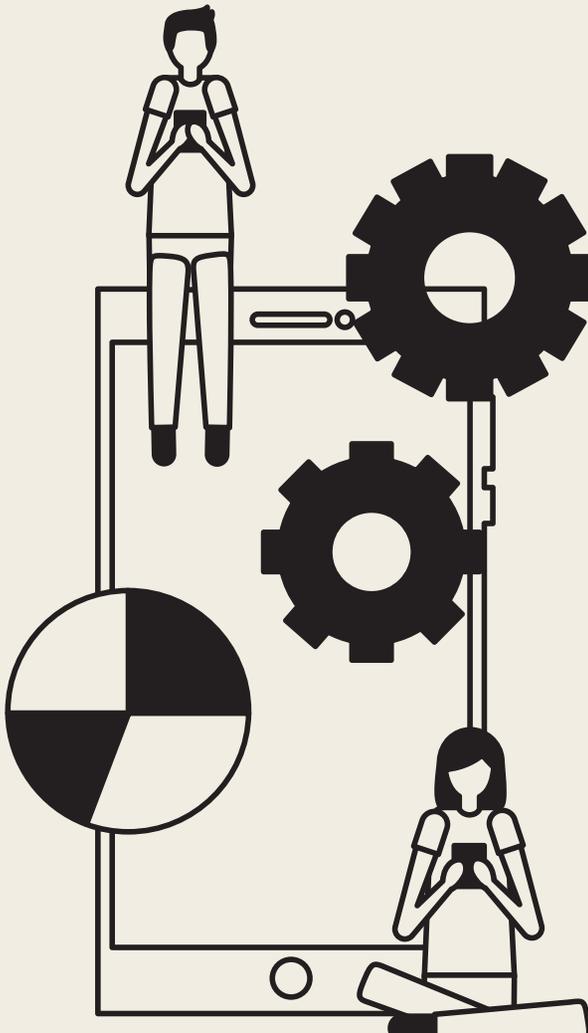
Prior to beginning the class, we suggest that you assign these two readings to prompt conversation:

Jääskeläinen, T. (2020). *Countering hate speech through arts and arts education: addressing intersections and policy implications*. *Policy Futures in Education*, 18(3), 344-357.

Castro, J.C. (2019). *Introduction: The MonCoin Project*. In: Castro, J. (eds) *Mobile Media In and Outside of the Art Classroom*. Palgrave Macmillan, Cham.

DURING CLASS: GUIDED DISCUSSION

Animate a class discussion with your students using the suggested questions on pages 8 and 9. Students can answer these questions in small groups and share their responses with the group.





Students can then share their creations with the class and discuss what was successful and less successful in their work. Students should also consider how they would approach the project with their own future students.

ART AND SOCIAL CHANGE VIDEOS

Choose either the TATE video or the LANDSCAPE OF HOPE video to watch in class. Have students express their initial reactions and appreciation to the video. Then, have them think about art and social change using the following question: **Where do art and social action converge? Can art change society?**

EXPLORE YOUR ECHO

Have students go through both the teacher and student sections of the *Explore Your Echo* guidebook and familiarize themselves with the activities. If you wish you can have students take part in some of the appreciation or analysis activities found on pages 24 to 37 of the student guide.

SHORT-FORM VIDEO ART PROJECT (1-MINUTE)

Students are encouraged to create their own prototype for the short-form video project. They can use some or all of the preparatory activities for this project found on pages 35-37 of the student guide.

Give students time to experiment using Canva to edit videos and familiarize themselves with the different tools.



ACADEMIC READINGS: SUGGESTED QUESTIONS

[click here for
Jääskeläinen's
article](#) 

JÄÄSKELÄINEN, T. (2020)

1. On page 348, Jääskeläinen poses the following question: "How can we overcome the seemingly polarized choices between hate-speech bans and free speech, and at the same time support the targets of hate speech and their communities, so that they become capable of responding to hate speech?" What does the author suggest in response to this question?
2. Jääskeläinen describes various artistic initiatives to counter hate speech. Which examples do you think would be good examples to share in a high school art class, and how would you present this example to students?
3. According to the author, what are the limitations of counter-narratives and counter-speech?

ACADEMIC READINGS: SUGGESTED QUESTIONS

[click here for
Castro's
article](#)

CASTRO, J. C. (2019)

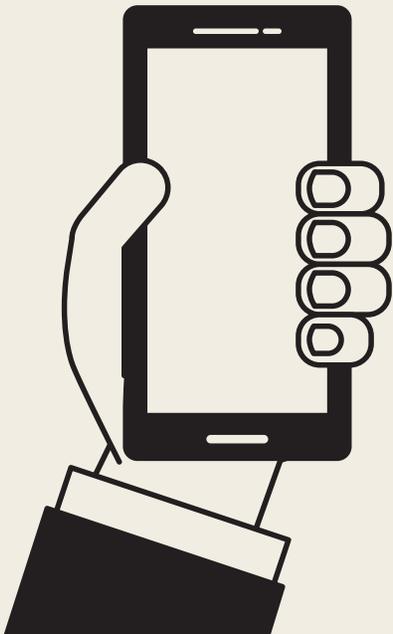
1. On page 1, Castro poses the following question “What are art educators to do with these devices that contain such creative and destructive power?” How does he describe these devices as “creative,” and how does he describe them as “destructive”? List specific examples from the book chapter.
2. Social media can be used to develop new knowledge around specific topics (see pages 6-8). What are the implications of networks on learning, and how can educators utilize them?
3. What is the difference between centralized and decentralized models of communication in education? Castro lists one specific example; can you name any others? How can you encourage more decentralized approaches in your future art classroom?



ART PROJECT: SHORT-FORM VIDEO

WHAT ARE ART EDUCATORS TO DO WITH THESE DEVICES THAT CONTAIN SUCH CREATIVE AND DESTRUCTIVE POWER?

(CASTRO 2019, P. 1)



During the last hour of class, student-teachers are encouraged to explore the steps of the 1-minute short-form video project proposed for high school students and to create their own prototype of the project. Additionally, student-teachers should take the time to familiarize themselves with the video editing functions of Canva in order to be able to guide their own future students in its use.

Giving student-teachers the time to create their own prototypes will allow them to develop video editing techniques and better understand the time required for the project if they were to take it up in their classroom.

This project can be done entirely on student-teachers' cellphones or can also be done on computers. Once completed, students should share their prototypes with the class and discuss their creative process. Student-teachers can also use the evaluation rubric (page 22 of the student guide) and auto-evaluate their creation or evaluate a colleague's in order to practice grading.

ADDITIONAL RESOURCES

READINGS

Castro, J. C. (2012). Learning and teaching art through social media. *Studies in Art Education*, 53(2), 152-169.

Faucher, C. (2016). Informal youth cultural practices: blurring the distinction between high and low. *Visual Arts Research*, 42(1), 56-56.
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<https://unesdoc.unesco.org/ark:/48223/pf0000233231.locale=en>

ADDITIONAL RESOURCES

VIDEOS

ARTE Regards - Haine en ligne
<https://www.youtube.com/watch?v=0FJki0I366g>

COMMON SENSE EDUCATION - Teen Voices: Hate Speech Online
<https://www.youtube.com/watch?v=8vUdWpwLv10>

COMMON SENSE EDUCATION - 5 Ways to Deal with Hate Speech Online
<https://www.youtube.com/watch?v=77j7Wfussrc>

Comment réagir à un discours de haine en ligne ?
<https://www.youtube.com/watch?v=rKIHupybHEQ>

GREAT BIG ACTIVISM - Creating Change: Art as Activism
<https://www.youtube.com/watch?v=JiQ39t2v6u8>

Lutter contre la haine en ligne anti-LGBT+ avec Têtu
<https://www.youtube.com/watch?v=yLNbbxokGvM>

MAJ - L'actualité pour les jeunes
<https://ici.radio-canada.ca/jeunesse/maj>

PEDAGOGICAL TOOLS

MEDIASMARTS: Canada's Center for Digital and Media Literacy
<https://mediasmarts.ca/>

PROJECT SOMONE
<https://projectsomeone.ca/>

SERVICE NATIONAL DU RÉCIT DU DOMAINE DES ARTS
<https://www.recitarts.ca/>

STOP LES CYBERVIOLENCES: Situation d'apprentissage et d'évaluation (SAÉ)
incluant un guide pédagogique pour les écoles secondaires intitulée
Cyberviolences chez les jeunes.
<https://stoplesciberviolences.ca/>

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Montreal Holocaust Museum. (n.d.). How to Confront Online Racism? *Montreal Holocaust Museum*.
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