

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

PREPARED BY
EMMA JUNE HUEBNER & ÉVA ROY
2022

Someone
social media education every day

TABLE OF CONTENTS

INTRODUCTION	3	LANDSCAPE OF HOPE	33
		CONCEPTUALIZE YOUR VIDEO	35
		STORYBOARD	36
GRAPHIC ORGANIZER (SUGGESTED)	4	REFERENCES	38
LESSON 1: WHERE TO BEGIN	6	FIGURES	39
EXTRA RESOURCES FOR DEALING WITH ONLINE HATE	9		
USEFUL VIDEOS	10		
LESSON 2: ART FOR SOCIAL CHANGE	11		
LESSON 3: SHORT-FORM VIDEOS	13		
LESSON 4 & 5: FILMING/ CINEMATIC LANGUAGE	16		
LESSON 6 & 7: EDITING	18		
LESSON 8: SCREENING THE VIDEOS	20		
RUBRIC	22		
WORKSHEETS	24		
REFLECTIVE PRACTICE	25		
LET'S BRAINSTORM	27		
MURUGIAH'S ARTWORKS	29		
ART FOR SOCIAL CHANGE	31		

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.

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.

LABEL KEY



LINKS TO VIDEOS &
ADDITIONAL
RESOURCES

GRAPHIC ORGANIZER

LESSON	MATERIALS	VOCABULARY	HOMEWORK
1 Where to begin?	<ul style="list-style-type: none"> - Pen & paper (to take notes) - To be distributed: <i>Reflective Practice</i> worksheet 	algorithms, echo chambers, online hate/speech, polarization	<i>Brainstorm</i> worksheet
2 Art for social change	<ul style="list-style-type: none"> - Pen & paper (to take notes) - Homework (<i>Brainstorm</i> worksheet) - To be distributed: <i>Conceptualize Your Video</i> worksheet 	x	Finish <i>Conceptualize Your Video</i> worksheet
3 Short-form video	<ul style="list-style-type: none"> - Pen & paper (to take notes) - Colouring pencils and/or markers - Homework (<i>Conceptualize Your Video</i> worksheet) - To be distributed: <i>Storyboard</i> worksheet 	camera shots (e.g. close-up, long shot, etc.), camera angles, lens movement	<ul style="list-style-type: none"> - Finish <i>Storyboard</i> worksheet - Bring in any props you may require in your short-form video
4/5 Filming & cinematic language	<ul style="list-style-type: none"> - <i>Storyboard</i> worksheet - Filming equipment (smart phone, tablet, camera) - Any props you may require - USB stick (optional) 	Same as last lesson	x

GRAPHIC ORGANIZER

LESSON	MATERIALS	VOCABULARY	HOMEWORK
6/7 Editing	<ul style="list-style-type: none">- <i>Storyboard</i> worksheet- Videos shot by your team (USB stick is optional, videos can be Airdropped or WeTransferred to the editing platform)- Canva account- Internet	x	Finish editing short-form video as a team.
8 Presenting	<ul style="list-style-type: none">- Completed short-form video	x	x



TAKE NOTICE

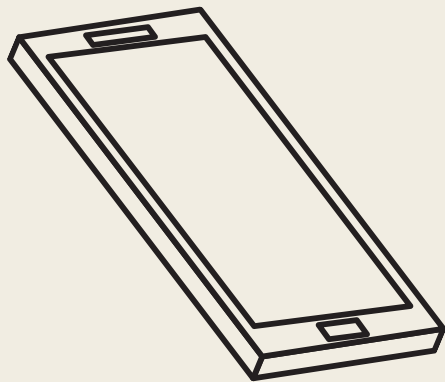
This graphic organizer serves only as a suggested plan of study. With this, we are presenting only one of the many ways these lessons can be divided and taught. We hope that teachers appropriate the material and adapt/transform it to their individual teaching styles and methods.

LESSON 1

ONE: WHERE TO BEGIN?

RATIONALE: WHAT IS EXPLORE YOUR ECHO?

Do you own a social media account? This question may seem silly when asked today, but this is precisely what catalyzed *Explore Your Echo*. It goes without saying that social media platforms play an integral part in the lives of many teenagers today and that a large number of their interactions take place on these platforms (Dennan et al., 2020). Consequently, an urgent need to tackle cyberbullying issues surfaces.

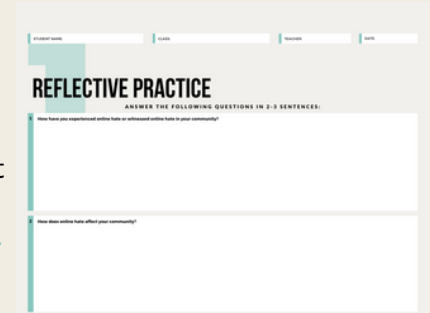


One way to respond to online hate is to raise awareness through art. Many artists create artwork to address pressing social problems or to represent the change they would like to see in the world. This module will help you explore the ways in which your *Echo*, your point of view, can be expressed artistically through a short video. This artistic film project, inspired by the visual practices of TikTok videos and Instagram Reels, aims to help you educate your community about what hate is and what it can do, and how to counter it today.



MATERIALS

- Pen & paper (to take notes)
- To be distributed: *Reflective Practice* worksheet



WORK TIME

- Presentation on the *Explore Your Echo* project
- Introduction to the keywords & concepts
- Discussion on the topic of online hate/speech, algorithms, and echo chambers
- Introduction to 1-minute short-form videos & related project
- Get into groups of 2 or 3
- Work on the *Reflective Practice* worksheet

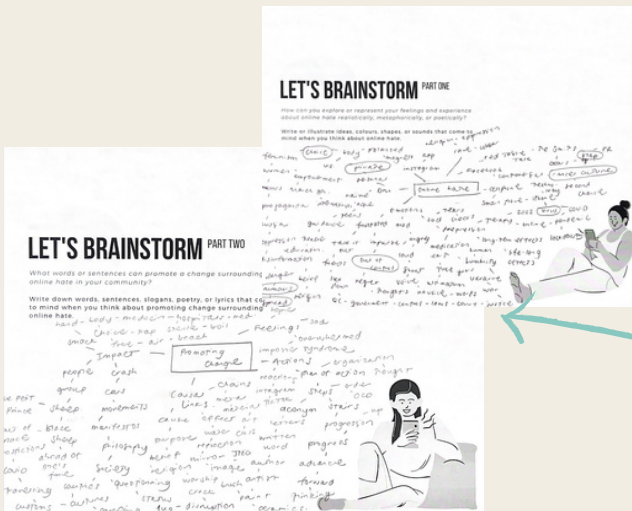


CLOSURE

- Groups discuss what kind of answers they wrote down in response to the worksheet.
- Homework is handed out (*Brainstorm* worksheet). To do as a group

HOMEWORK

- *Brainstorm* worksheet to be completed as a group



LESSON 1

VOCABULARY CHEAT SHEET

ALGORITHMS

When it comes to social media, **algorithms** are mathematical equations embedded in the app that analyzes the data the user, you, consume. Every like, every opened picture, every search word is stored and analyzed. Then the algorithm predicts the content the user may find interesting. Finally, the algorithm populates the user's feed with that interesting content.

ECHO CHAMBERS

Echo chambers have been defined as interactive clusters of like-minded individuals who spread biased information. It has a pejorative connotation to it, and is present in our societies today.

ONLINE HATE/SPEECH

"**Hate speech** has been defined as any form of expression – for example by means of speech, images, videos, or online activity – that has the capacity to increase hatred against a person or people because of a characteristic they share, or a group to which they belong." (Jääskeläinen, 2019, p. 345)

POLARIZATION

Polarization is the division between two groups of opinions that are entirely opposed (Cambridge Dictionary, n.d.). Social media increases polarization because people tend to interact with people who have similar beliefs to them in echo chambers. Additionally, algorithms amplify this polarization because they determine which information is presented in your news feed or timeline (Barberá, 2020). Studies have shown that this can cause extremist beliefs, which leads to increased instances of online hate (Barberá, 2020). One way to avoid polarization is to consult news articles and posts that present different sides to a situation from various reliable sources.

what is maj?



MAJ: ALGORITHMS

IF YOU ARE EXPERIENCING CYBERBULLYING:

1. Screenshot and exit the environment or the app on which it is taking place
2. Block the person or the messages and most importantly do not answer them
3. Save the cyberbullying messages or posts (screenshots).
4. Speak to an adult and call the police if the cyberbullying poses a risk to your physical safety

**PROJECT SOMEONE:
HATE SPEECH**

**PROJECT SOMEONE:
ONLINE HATE**

**LA RUELLE FILMS:
CYBERVIOLENCE**

EXTRA RESOURCES FOR DEALING WITH ONLINE HATE

Best Practices for Responding to Cyberhate

[HTTPS://WWW.ADL.ORG/BEST-PRACTICES-FOR-RESPONDING-TO-CYBERHATE](https://www.adl.org/best-practices-for-responding-to-cyberhate)

How to Confront Online Racism?

[HTTPS://MUSEEHOLOCAUSTE.CA/EN/RESOURCES-TRAINING/HOW-TO-CONFRONT-ONLINE-RACISM/](https://museeholocauste.ca/en/resources-training/how-to-confront-online-racism/)

MediaSmarts

[HTTPS://MEDIASMARTS.CA/](https://mediasmarts.ca/)

Online Hate Prevention Institute

[HTTPS://OHPI.ORG.AU/](https://ohpi.org.au/)

Council of Europe

[HTTPS://WWW.COE.INT/EN/WEB/NO-HATE-CAMPAIGN/ONLINE-AND-SOCIAL-MEDIA-TOOLS](https://www.coe.int/en/web/no-hate-campaign/online-and-social-media-tools)

JEUNESSE, J'ÉCOUTE

1-800-668-6868 | [HTTPS://JEUNESSEJECOUTE.CA/](https://jeunessejecoute.ca/)

TEL-JEUNES

1-800-263-2266 | [HTTPS://WWW.TELJEUNES.COM](https://www.teljeunes.com)

SUICIDE ACTION MONTRÉAL

514-723-400 | [HTTPS://WWW.SUICIDEACTIONMONTREAL.ORG](https://www.suicideactionmontreal.org)

USEFUL VIDEOS

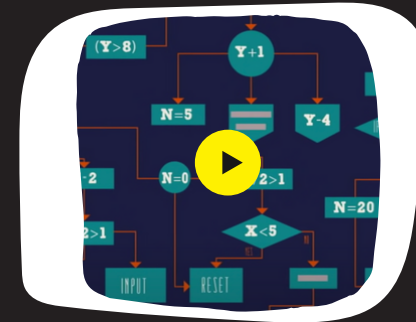
Click anywhere on the videos to play them and learn more about our key concepts and themes!



ONLINE HATE



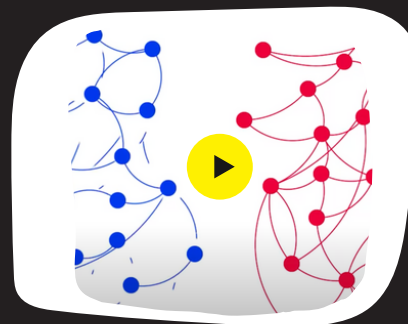
HATE SPEECH



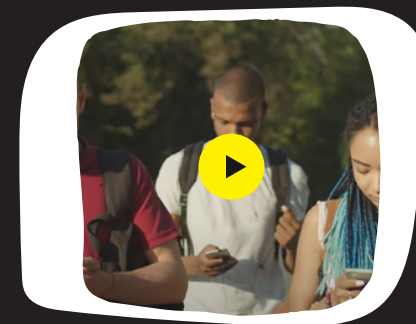
ALGORITHMS



ECHO CHAMBERS



POLARIZATION



SOCIAL MEDIA & POLARIZATION

LESSON 2

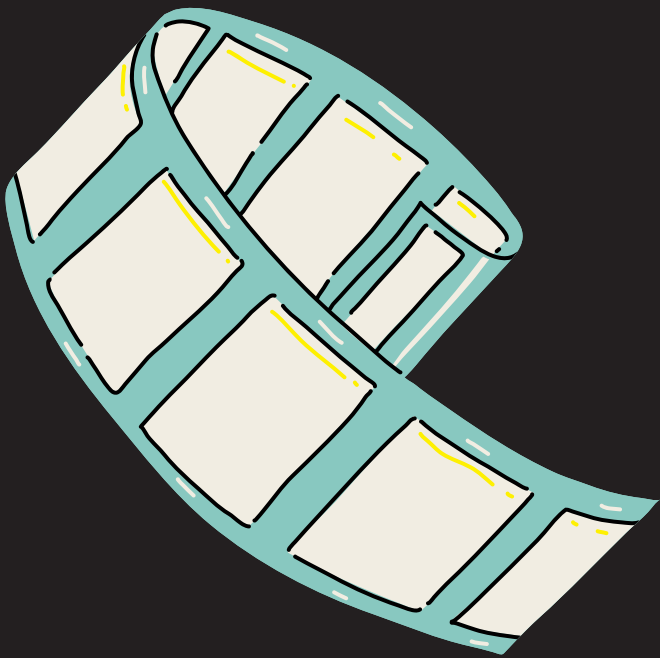
T W O: ART FOR SOCIAL CHANGE

RATIONALE: WHAT IS ART FOR SOCIAL CHANGE ?

Do you know artists who create art to raise awareness or draw attention to an issue or challenge? Can art be useful? Can art be a force for social change?

Art with an intention behind it can impact the people who encounter it. Art can change the way people view themselves and their communities, create a space for expression, challenge systems of oppression, teach people, alter people's perceptions, question beliefs, and more (Jääskeläinen, 2020).

During this lesson, you will learn about art for social change and research some artists who create engaged artworks.



MATERIALS

- Pen & paper (to take notes)
- Homework (*Brainstorm* worksheet)
- To be distributed: *Murugiah's Artworks*, *Art for Social Change*, *Landscape of Hope*, *Conceptualize Your Video* worksheet

WORK TIME

- Quick recap on the *Explore Your Echo* project
- Introduction to the keywords & concepts of the day
- Introduction to art for social change, and to the artists featured in the presentation (Murugiah, Davis & Landscape of Hope)
- Discussion on the topic of art for social change and the artists' works
- Class is divided into 3 groups, each group gets a social change artist worksheet
- Work on the *Reflective Practice* worksheet

HAND-IN

- *Reflective Practice* worksheet
- *Brainstorm* worksheet

WORK ON

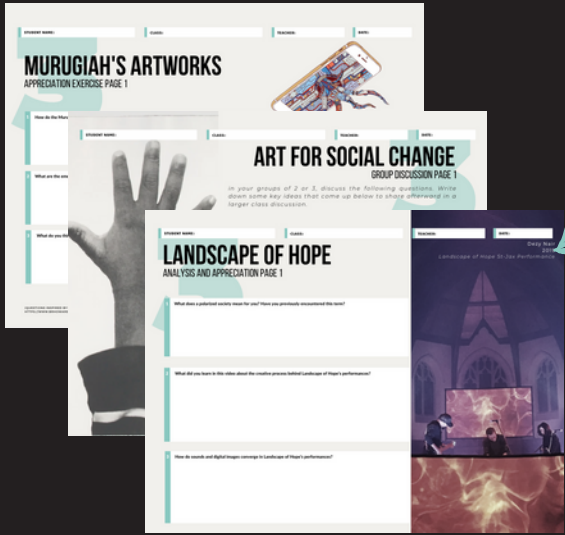
Either *Murugiah's Artworks*, *Art for Social Change*, or *Landscape of Hope*, worksheet depending on the group you are on. Hand in the worksheet at the end of the lesson.

CLOSURE

- Group discusses what kind of answers they wrote down in response to the worksheets

HOMEWORK

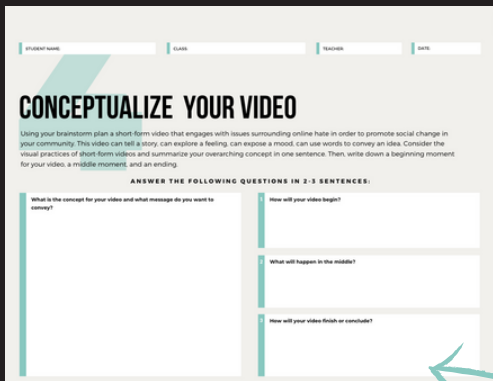
- *Conceptualize Your Video* worksheet to be completed as a group (your short-form video group of 2-3 students)



NADIA MYRE
SCATTERED REMAINS...



MANUEL MATHIEU
TO BE WHOLE/THE ENCOUNTER



LESSON 3

THREE: SHORT-FORM VIDEOS

RATIONALE: WHAT ARE SHORT-FORM VIDEOS?

Do you watch videos on TikTok? Shorts on YouTube? Reels on Instagram? What do you notice that is similar in all these videos?

Short-form videos can be anywhere between 15 seconds and 3 minutes and have become very popular in the past years. These types of videos have many visual practices associated with them. They are vertically formatted and often include music or sounds, filters, effects, and, notably, overlaid text. Short-form videos are a popular format as videos on TikTok, as Reels on Instagram, as Shorts on Youtube, and in a way, on almost all social media platforms today. These videos cover various topics, from humorous sketches to cooking or beauty advice. These videos can also be educational and artistic.

During this lesson, you will begin the steps of planning and creating your own short-form video to raise awareness about online hate.



FREE MUSIC ARCHIVE
COPYRIGHT-FREE
MUSIC



FREE COPYRIGHT-FREE
SOUNDS AND EFFECTS

MATERIALS

- Pen & paper (to take notes)
- Colouring pencils and/or markers
- Homework (*Conceptualize Your Video* worksheet)
- To be distributed: *Storyboard* worksheet

WORK TIME

- Quick recap on what was accomplished last lesson
- Introduction to the keywords & concepts of the day (short-form video, storyboarding, camera shots)
- Introduction to short-form videos, the art project, & storyboarding
- Discussion on what short-form videos are, how they convey messages, and how they can be artful
- Present examples of storyboards
- Get into your groups of 2 or 3
- Work on the *Storyboard* worksheet (groups may require their past worksheets to work off their ideas)

HAND-IN

Conceptualize Your Video worksheet

WORK ON

Storyboard worksheet

CLOSURE

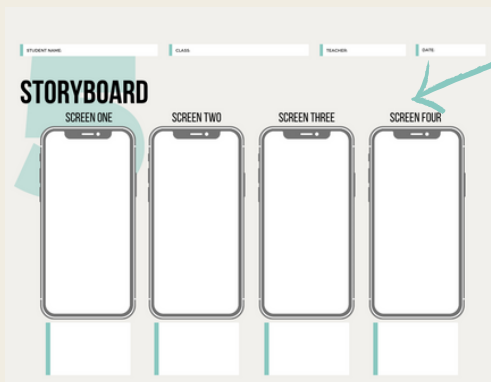
- Group discusses what kind of sketches and ideas they generated in preparation for their short-form video

HOMEWORK

- Finish *Storyboard* worksheet
- Bring in any props you may require in your short-form video



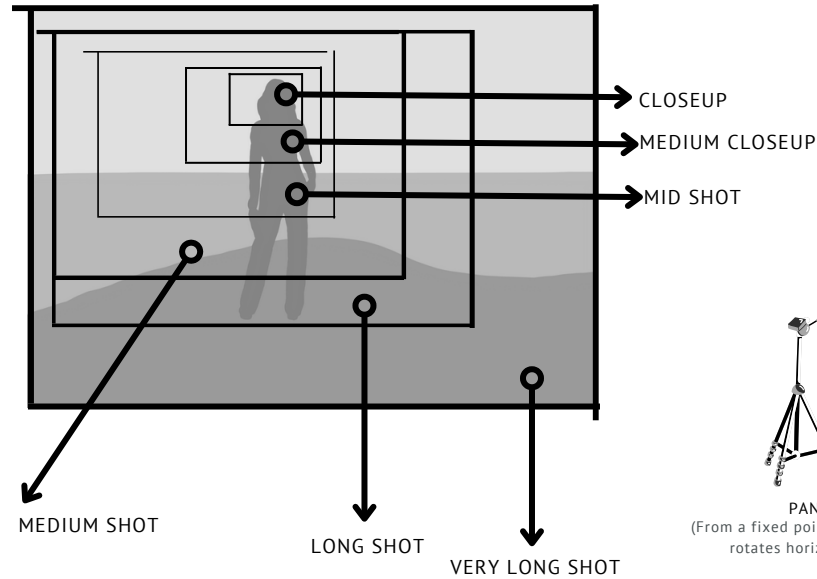
CLICK VIDEOS TO VIEW
SOME EXAMPLES
ÉVA ROY & EMMA JUNE HUEBNER



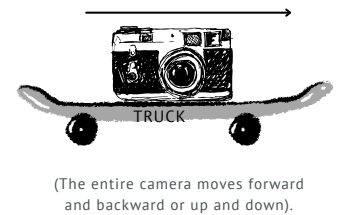
LESSON 3

VOCABULARY CHEAT SHEET

CAMERA SHOTS



LENS MOVEMENT

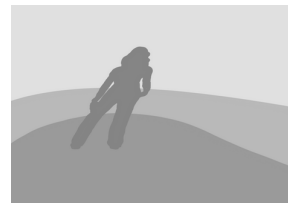


ZOOM
(The camera lens moves towards or away from the subject, zooming in or out).

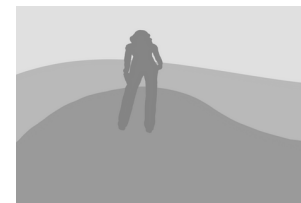
CAMERA ANGLES



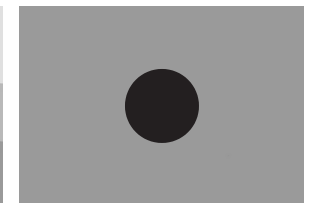
EYE LEVEL



HIGH ANGLE SHOT



LOW ANGLE SHOT



BIRDS EYE VIEW



LESSONS 4 & 5

FOUR & FIVE: FLIMING/ CINEMATIC LANGUAGE

RATIONALE: HOW TO FILM SHORT-FORM VIDEOS.

During this lesson, you will shoot your short-form video. Carefully consider what you planned in your storyboard and the cinematic language covered during the last class. It is ok to film more images than you think. It helps if you have various choices of shots when you begin editing. If you make a mistake, don't worry! The magic of digital filmmaking is that you can start over as many times as you need. Have fun shooting your video!

In the following pages, specific equipment is suggested. You probably have everything you need or can borrow equipment from your classroom or school.



MATERIALS

- Pen & paper (to take notes)
- Colouring pencils and/or markers
- Homework (*Storyboard* worksheet)
- Filming equipment (smartphone, tablet, camera)
- Any props you may require for your short-form video production
- USB stick (optional)

WORK TIME

- Quick recap on what was accomplished the last lesson
- Introduction to the keywords & concepts of the day (camera shots (e.g. close-up, long shot, etc.), camera angles, lens movement)
- Introduction to cinematic language and techniques
- Discussion about storyboards
- Get into your groups of 2 or 3
- Work on shooting your short-form videos

HAND-IN

Storyboard worksheet

WORK ON

Filming your short-form videos in groups

CLOSURE

- Group discusses what cinematic techniques were used today and why, what worked, and what can be improved next time

HOMEWORK

- Homework break

LESSONS 6 & 7

SIX & SEVEN: EDITING

RATIONALE: HOW WILL WE EDIT OUR SHORT-FORM VIDEO?

Once your group is done filming your short-form video, you will be ready for editing. Knowing when you are done filming will be easier if you rely on your storyboard worksheet. Compile all your clips and import them into Canva's free online video editing tool. If you have never used Canva before, make sure to create an account and write down your password in order to be able to return to your saved project later.

Create an account in order to start a new project. Then, choose TikTok video as the type of video to create. This will ensure the format of your video is vertical. You can begin from a template but a blank project will allow you more freedom of expression. Continue by importing your videos, music, and sounds. Following your storyboard, add your clips to your project timeline in the correct order. If you wish, add overlays of texts, images, and animations by exploring the different options on Canva's left menu. There are lots of options of fonts, have fun, but make sure to only use the free options (the options that do not have a small crown next to them)!



HOW TO USE CANVA
TO EDIT

MATERIALS

- Pen & paper (to take notes)
- *Storyboard* worksheet
- Editing equipment (smartphone, tablet, computer)
- A Canva account
- USB stick (optional)
- Your group's video clips

WORK TIME

- Quick recap on what was accomplished last lesson
- Introduction to Canva and editing short-form videos
- Get into your groups of 2 or 3
- Work on editing your short-form videos

HAND-IN

Short-form video after the seventh lesson ready to be presented during lesson 8

WORK ON

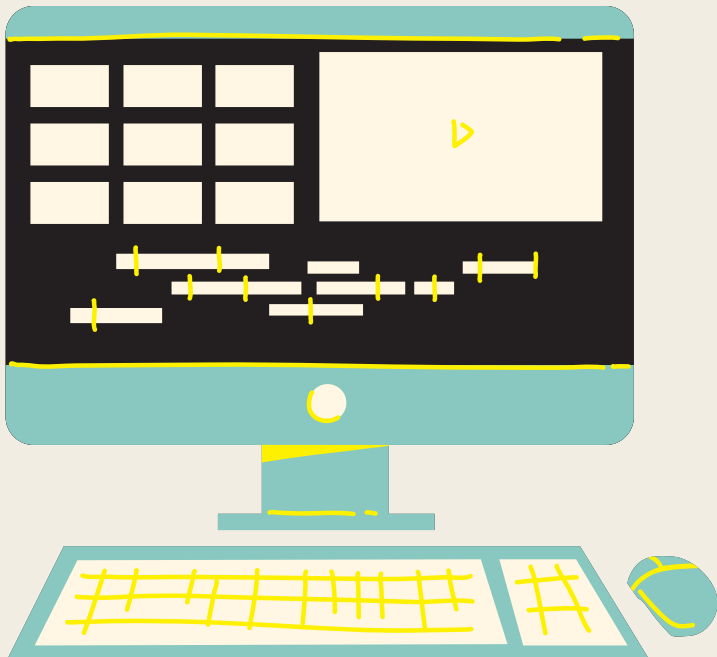
Editing your short-form videos in groups

CLOSURE

- Group discusses what cinematic techniques were used whilst editing with Canva; why, what worked, and what can be improved next time

HOMEWORK

- Finish editing your short-form video after the seventh lesson



LESSON 8

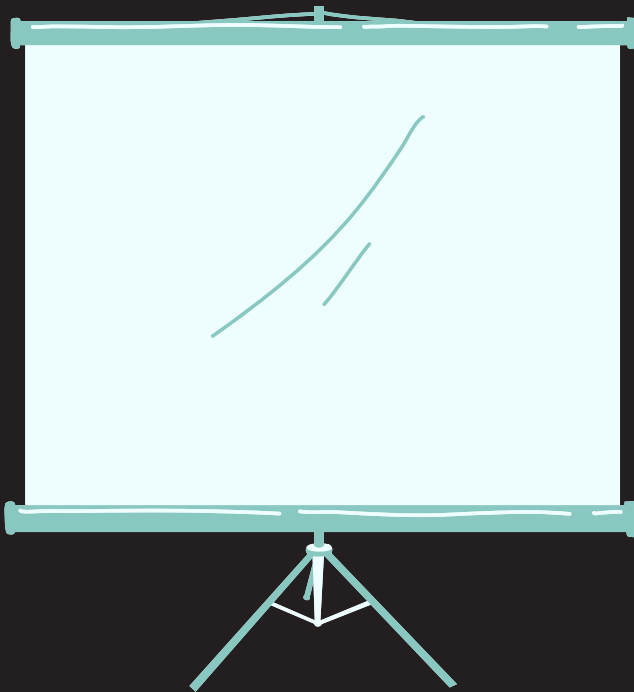
E I G H T: SCREENING THE VIDEOS

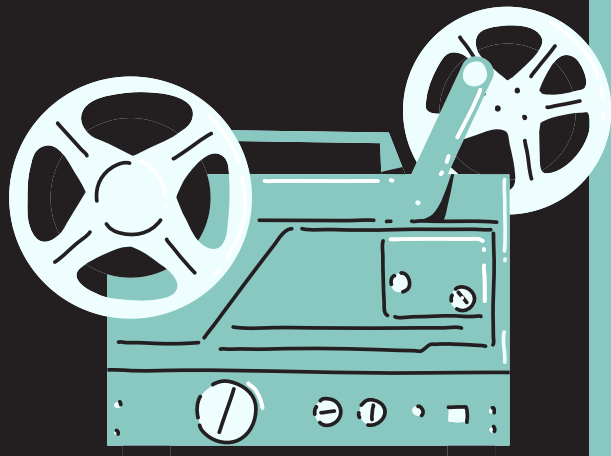
RATIONALE: SCREENING THE SHORT-FORM VIDEOS

The final step of the project is to present the short-form videos to your class and share them with your school and community. This can be done in many ways.

- You can upload all the projects to a website using a free online web design platform such as Weebly or Wix.
- You can organize a school screening in your gym or classroom.
- You can play them on the screens/TVs in your school if your school has them in the hallways.

The goal of this exercise is to appreciate your classmates' works of art and react to their hard work. It is also an opportunity for you and your teammates to explain to your community of learners how you reacted to the prompt and what you learned throughout this project's process.





MATERIALS

- Your short-form video (on a USB stick or sent via WeTransfer/email)
- Projector w/ sound system
- Computer (connected to the projector)

WORK TIME

- View classmates' short-form video and provide feedback
- Present your team's short-form video and explain your artistic intentions

HAND-IN

Short-form video

CLOSURE

- Class discussion on what you have all learned during this process. What was new to you? What did you already know that came in handy?

RUBRIC

EXPLORE YOUR ECHO: RUBRIC

	STUDENT NAME:	CLASS:	DATE:	
	4	3	2	1
CONTENT /10	The short-form video is confident and clearly focused. It holds the viewers' attention. Relevant details enrich the composition.	The short-form video is purposeful and focused. Piece contains some details.	The short-form video related, quality paragraphs, with little or no details.	The short-form video is limited in communicating knowledge. Length is not adequate for development.
ORGANIZATION /5	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing.	No sense of organization.
PRESENTATION /15	The video is presented skillfully. The group members all contribute greatly to explaining its message and engages in a dynamic conversation with the audience.	The video is presented well. The group members engage in a conversation with the audience.	The video is presented to the audience. The group members have little interaction with the audience.	The video is presented to the audience. The group members have no interaction with the audience.
VOICE /10	The group's message has a distinct, unique voice/point of view. It is skillfully adapted to the audience/community.	The group's message has a strong voice/point of view. The video engages the audience.	The group's message uses voice/point of view. The short-form video is targeted to a specific audience.	The group's message/voice/ point of view makes some sense to the audience.
COMPULSARY ELEMENTS - DURATION (1 MIN) - SOUNDS - TEXT /5	The short-form video has all the elements.	The short-form video has most of the elements.	The short-form video has a few elements.	The short-form video has non of the elements.
COMMENTS				Total: /45

WORKSHEETS

STUDENT NAME:

CLASS:

TEACHER:

DATE:

REFLECTIVE PRACTICE

ANSWER THE FOLLOWING QUESTIONS IN 2-3 SENTENCES:

1 How have you experienced online hate or witnessed online hate in your community?

2 How does online hate affect your community?

REFLECTIVE PRACTICE

ANSWER THE FOLLOWING QUESTIONS IN 2-3 SENTENCES:

3 How does this make you feel or how do you imagine it makes people feel?

4 What would you like to communicate and teach about online hate to your community and school?

STUDENT NAME:

CLASS:

TEACHER:

DATE:

LET'S BRAINSTORM PART ONE

How can you explore or represent your feelings and experience about online hate realistically, metaphorically, or poetically?

Write or illustrate ideas, colours, shapes, or sounds that come to mind when you think about online hate.



LET'S BRAINSTORM PART TWO

What words or sentences can promote a change surrounding online hate in your community?

Write down words, sentences, slogans, poetry, or lyrics that come to mind when you think about promoting change surrounding online hate.



STUDENT NAME:

CLASS:

TEACHER:

DATE:

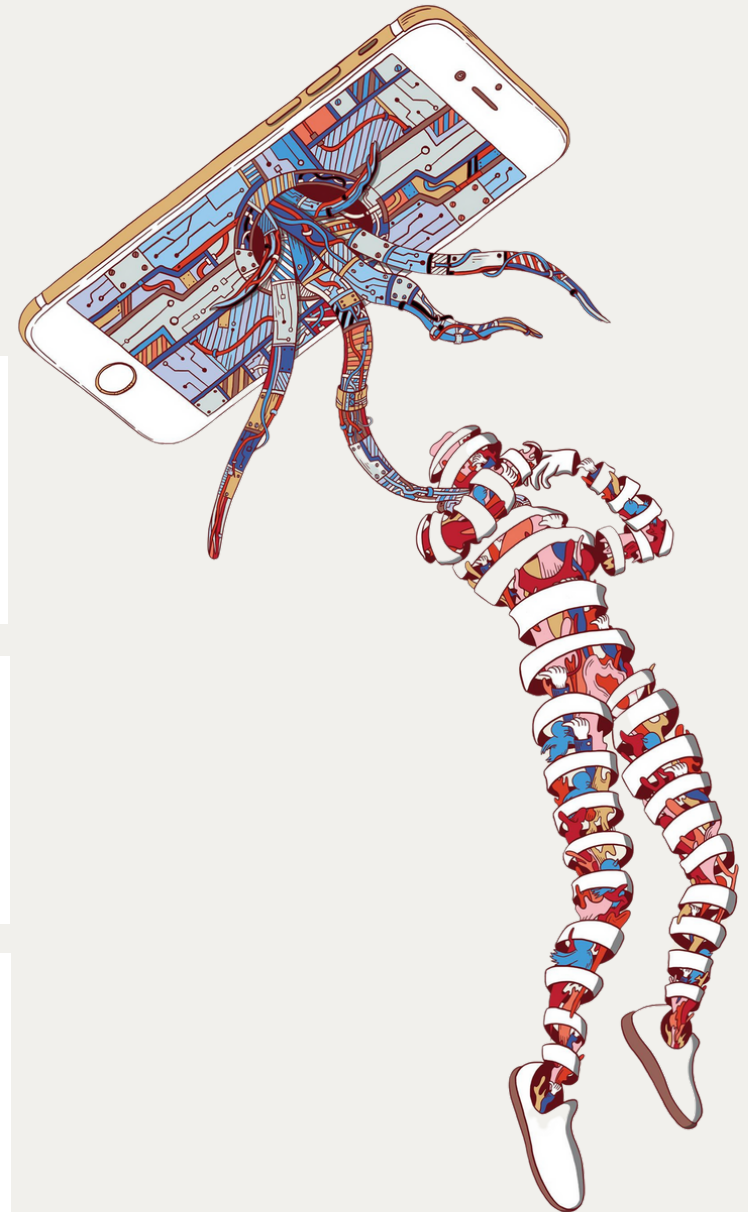
MURUGIAH'S ARTWORKS

APPRECIATION EXERCISE PAGE 1

1 How do the Murugiah artworks make you feel?

2 What are the emotions captured in the pieces?

3 What do you think his artworks are about?



Sharmelan Murugiah
2017
Unknown

MURUGIAH'S ARTWORKS

APPRECIATION EXERCISE PAGE 2

4 What are these pieces doing? Do they tell a story? Document an event? Present an idea?

5 Do these pieces bring to mind any of your own experiences or things you have observed or heard about?

6 How has your opinion changed about this piece from the time you started looking at it until now?



Sharmelan Murugiah
2017
Unknown

STUDENT NAME:

CLASS:

TEACHER:

DATE:

ART FOR SOCIAL CHANGE

GROUP DISCUSSION PAGE 1

in your groups of 2 or 3, discuss the following questions. Write down some key ideas that come up below to share afterward in a larger class discussion.

1. Can art be useful?
2. Can art be a force for social change?
3. Can art help you know yourself better?
4. Can art be a tool for good?
5. Where do art and social action converge?



Damon Davis
2015
All Hands on Deck



Damon Davis
2015
All Hands on Deck

Can you name any artists who engage with social issues in their work and how they do that?

A large, empty white rectangular area intended for a response to the question above. A vertical teal line is positioned on the left side of this area.

STUDENT NAME:

CLASS:

LANDSCAPE OF HOPE

ANALYSIS AND APPRECIATION PAGE 1

1 What does a polarized society mean for you? Have you previously encountered this term?

2 What did you learn in this video about the creative process behind Landscape of Hope's performances?

3 How do sounds and digital images converge in Landscape of Hope's performances?

TEACHER:

DATE:

Dezy Nair
2019

Landscape of Hope St-Jax Performance



LANDSCAPE OF HOPE

ANALYSIS AND APPRECIATION PAGE 2

4 What part of the video stays with you after watching it?

5 Do you think live performances are an effective way to raise awareness surrounding social issues?

Dezy Nair
2019
Landscape of Hope St-Jax Performance



STUDENT NAME:

CLASS:

TEACHER:

DATE:

CONCEPTUALIZE YOUR VIDEO

Using your brainstorm plan a short-form video that engages with issues surrounding online hate in order to promote social change in your community. This video can tell a story, can explore a feeling, can expose a mood, can use words to convey an idea. Consider the visual practices of short-form videos and summarize your overarching concept in one sentence. Then, write down a beginning moment for your video, a middle moment, and an ending.

ANSWER THE FOLLOWING QUESTIONS IN 2-3 SENTENCES:

What is the concept for your video and what message do you want to convey?

1 How will your video begin?

2 What will happen in the middle?

3 How will your video finish or conclude?

STUDENT NAME:

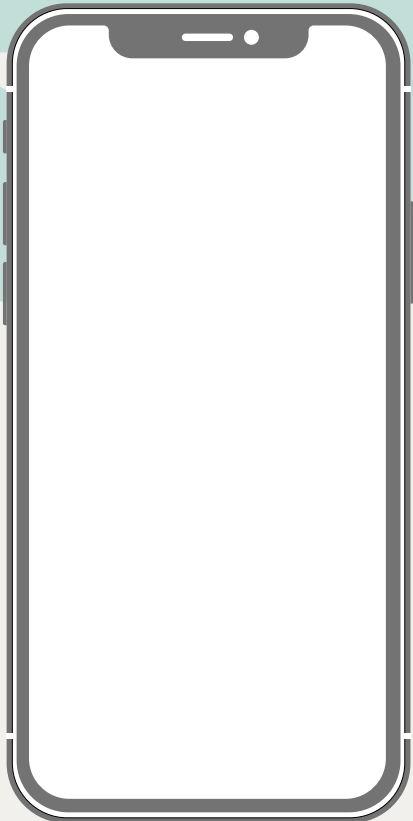
CLASS:

TEACHER:

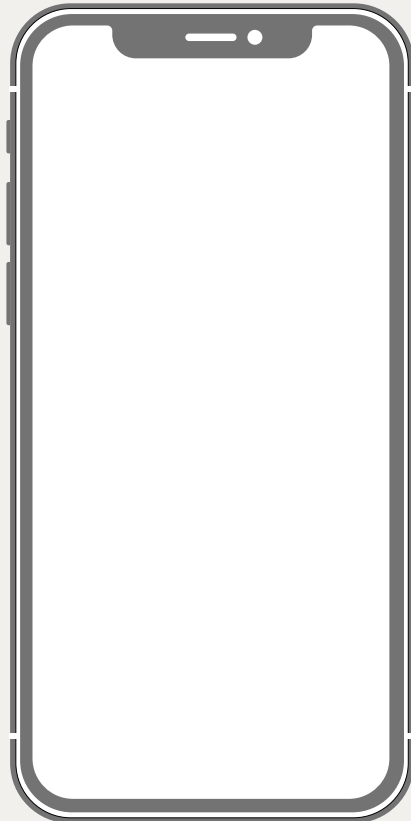
DATE:

STORYBOARD

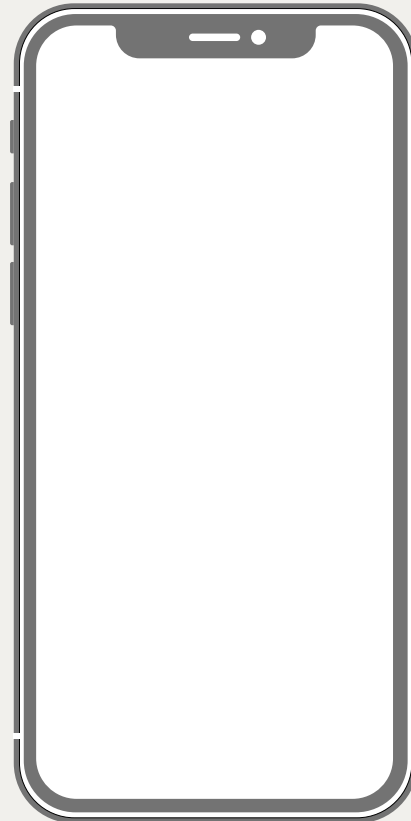
SCREEN ONE



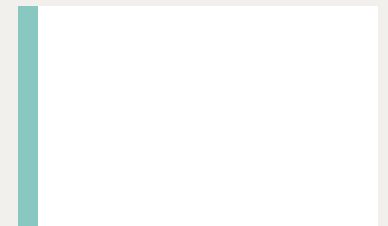
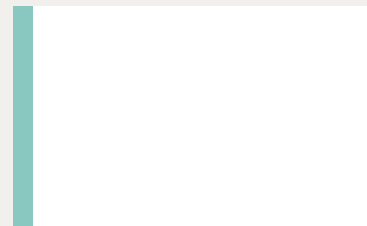
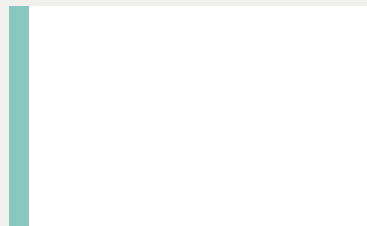
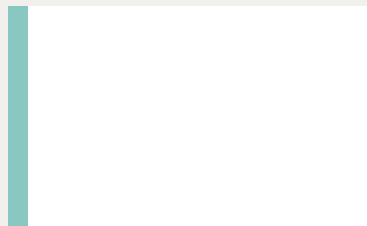
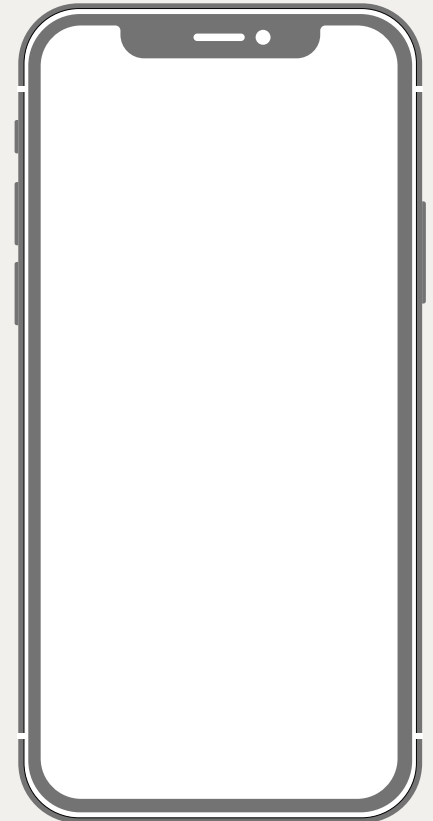
SCREEN TWO



SCREEN THREE

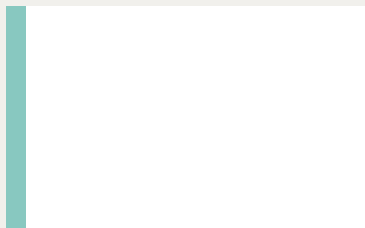
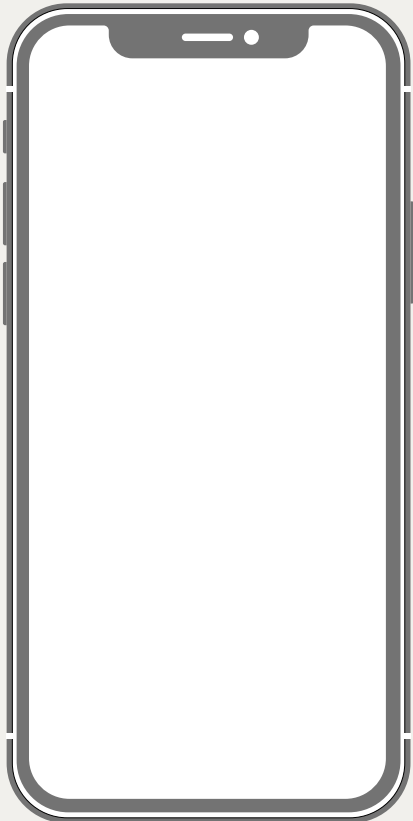


SCREEN FOUR

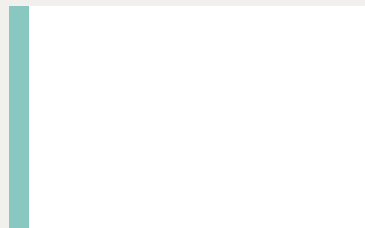
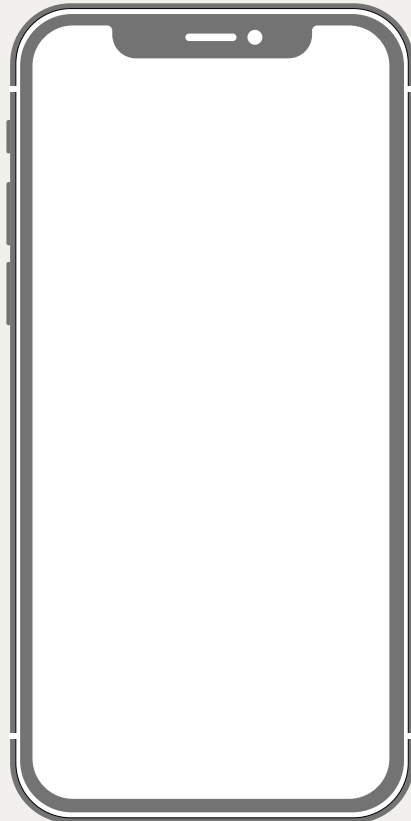


STORYBOARD

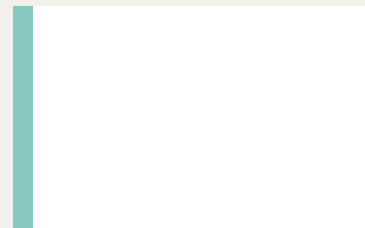
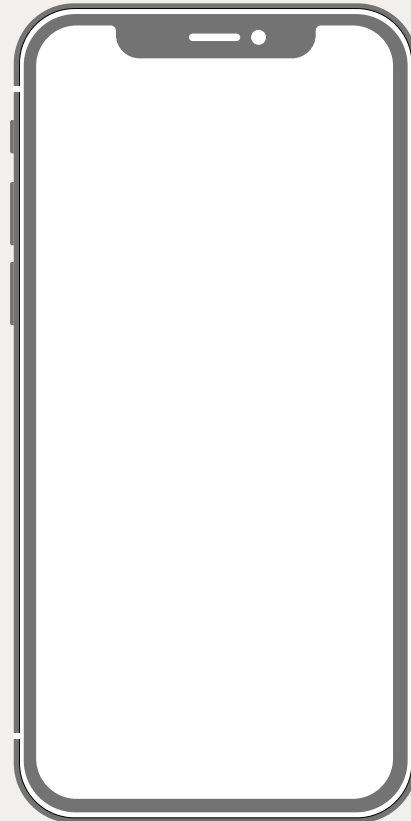
SCREEN FIVE



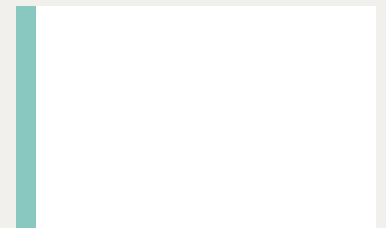
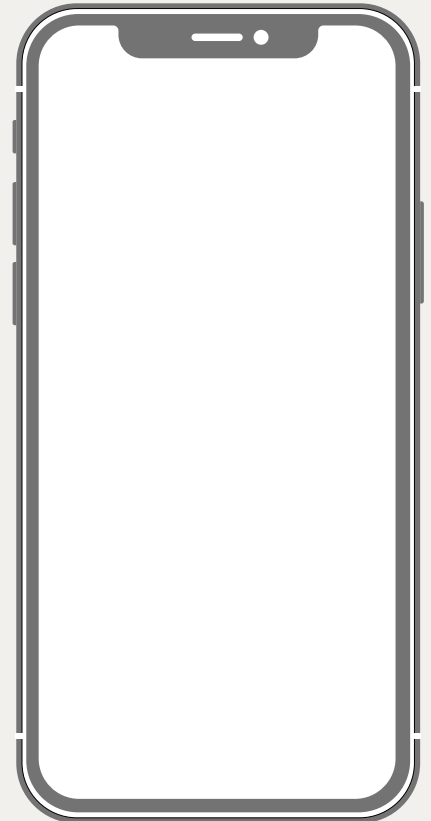
SCREEN SIX



SCREEN SEVEN



SCREEN EIGHT



REFERENCES

Cambridge Dictionary (n.d.). *Polarization*.
<https://dictionary.cambridge.org/dictionary/english/polarization>

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

Cinelli, M., Morales, G. D. F., Galeazzi, A., Quattrociocchi, W., & Starnini, M. (2021). The echo chamber effect on social media. *Proceedings of the National Academy of Sciences*, 118(9). 1-8.

Barberá, P. (2020). Social Media, Echo Chambers, and Political Polarization. In N. Persily & J. Tucker (Eds.), *Social Media and Democracy: The State of the Field, Prospects for Reform* (SSRC Anxieties of Democracy, pp. 34-55). Cambridge: Cambridge University Press.

Harris, M. (2018). Sharmelan Murugiah: "Most importantly, I am going to be open and honest with how I am feeling." *Digital Arts*. <https://www.digitalartsonline.co.uk/features/illustration/sharmelan-murugiah-most-importantly-i-am-going-be-open-honest-with-how-i-am-feeling/>

International Centre of Art for Social Change. (n.d.) <https://icasc.ca/>

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

Kim, S. A. (2017). Social media algorithms: Why you see what you see. *Geo. L. Tech. Rev.*, 2, 147-157.

Ministère de l'Éducation et de l'Enseignement supérieur. (2019). *Digital Competency Framework*.
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/ministere/Cadre-reference-competence-num-AN.pdf

Ministère de l'Éducation et de l'Enseignement supérieur (n.d.). *Québec Education Program Arts Education. Secondary Cycle 1*.
http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_arts-plastiques-premier-cycle-secondaire_EN.pdf

Montreal Holocaust Museum. (n.d.). How to Confront Online Racism? *Montreal Holocaust Museum*.
<https://museeholocauste.ca/en/resources-training/how-to-confront-online-racism/>

Raja, P. & Peterhans, L. (2020). How arts and culture can serve as a force for social change. *World Economic Forum*. <https://www.weforum.org/agenda/2020/10/how-arts-and-culture-can-serve-as-a-force-for-social-change/>

TATE. (n.d.). *Talking point: The art of social change*. <https://www.tate.org.uk/art/art-social-change#:~:text=Instead%20of%20just%20portraying%20or,%2C%20or%20%22useful%20art.%22>

Tufekci, Z. (2018). YouTube, the great radicalizer. *The New York Times*, 10, 2018.

FIGURES

Carrier, J. (2020). *Huit Clos*. Retrieved from <https://jacynthecarrier.com/>. March 2022.

Davis, D. (2015) *All Hands on Deck*, two printed journal pages, 8 1/4 x 10 3/4 inches each. Open edition. Published by Art in Print. Retrieved from <https://artinprint.org/article/art-in-art-in-print-no-2-damon-davis-all-hands-on-deck-2015/>. March 2022.

Davis, D. (2015). *All Hands on Deck*, 2015. Portfolio of seven lithographs. Sheet (each): 813 x 1232 (32 x 48 1/2 in.). published by Wildwood Press. Retrieved from <https://www.annshafer.com/annshaferblog/from-the-streets-of-ferguson-all-hands-on-deck-by-damon-davis>. March 2022.

Fazlalizadeh, T. (2020). *Stop Telling Women to Smile*. Retrieved from <http://tlynnfaz.com/Stop-Telling-Women-to-Smile-Book>. March 2022.

Mathieu, M. (2021). *To be whole/The Encounter*. Retrieved from <https://www.manuelmathieu.com/>. March 2022.

Murugiah, s. In Harris, M. (2018). Sharmelan Murugiah: "Most importantly, I am going to be open and honest with how I am feeling." *Digital Arts*. Retrieved from <https://www.digitalartsonline.co.uk/features/illustration/sharmelan-murugiah-most-importantly-i-am-going-be-open-honest-with-how-i-am-feeling/> March 2022.

Myre, n. (2017). *Scattered Remains...* Retrieved from <http://www.nadiamyre.net/>. March 2022

Oshiro-Wachi, T. (2021). *Social media 1/6*. Retrieved from <https://dribbble.com/shots/8751099-Social-Media>, March 2022

Oshiro-Wachi, T. (2021). *Social media 2/6*. Retrieved from <https://dribbble.com/shots/8751099-Social-Media>, March 2022.

Oshiro-Wachi, T. (2021). *Social media 4/6*. Retrieved from <https://dribbble.com/shots/8751099-Social-Media>, March 2022.

VerCetty, Q. (2017). *Queens Park 3017*. Retrieved from <https://www.vercetty.com/visual-arts>. March 2022.

Weiwei, A. (2021). Life Jacket Installation. Retrieved from <https://publicdelivery.org/ai-weiwei-life-jackets/>. March 2022.

PREPARED BY
EMMA JUNE HUEBNER & ÉVA ROY

2022



United Nations
Educational, Scientific and
Cultural Organization



"UNESCO Chair in Prevention of Radicalisation and
Violent Extremism", Université de Sherbrooke,
Concordia University, Université du Québec à Montréal

Someone
social media education every day