

Promoting Critical Reflection via a Strategy of Video Deconstruction and Video Annotation

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Purpose

We are investigating the effectiveness of “video annotation” as a mechanism to promote critical reflection, and to provide students with practice identifying and deconstructing hip hop videos along several political and cinematic dimensions.

- ❖ We expected students to consider “video deconstruction” as relevant to course objectives.
- ❖ We expected to promote continuing interest to learn more about “media literacy.”
- ❖ We expected students to view hip hop videos, in general, critically as a result of the video deconstruction exercise.
- ❖ In addition, we expected to increase student awareness of the current issues related to the role of women and how women are portrayed in popular videos

Methods

Students enrolled in “Sex, Politics, and Hip Hop” (GWSS 3390) were required to proceed to the assignment web page and:

- Access and read a brief introduction to media literacy and the conceptual framework associated with video deconstruction;
- View a brief (on-line) video related to *How to create an annotated video.*;
- Access and follow instructions related to *How to Use VideoAnt...*
- Complete a brief on-line evaluation of the assignment.

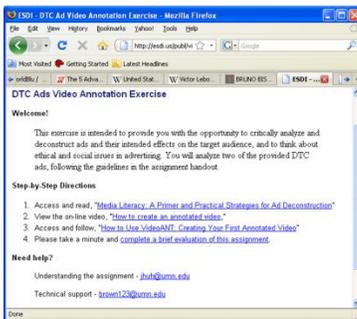
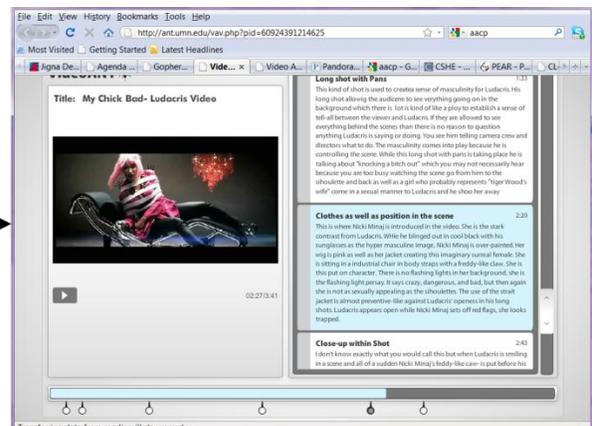


Table 1: Common cinematic techniques intended to affect emotions, motivations, and/or behaviors in video advertisements

Cinematic Techniques	Goal
Close-up	Intimacy and focus either on actors or on our relationship with actor.
Long shot with pans	Establishing context with the shot providing continuity and a sense of co-presence.
Changing Frame Using Zoom-in or Zoom-out	Visual interest and invitation, drawing in from a general to a specific focus.
Juxtaposing text or other graphic visuals / simulations with close-up or medium close shots.	Promoting clarity or emphasis related to key message of the ad.
Music and Background sounds	Strong influence on emotions. Stirring, inspiring, setting, etc.
Clothing	The most powerful means to establish status, and/or setting (e.g., home, work, play) and socio-economic status.
Closing Shot	The final shot provides the “carry out” message. Is it a directive? A question? Why? What does it intend for you to feel, want, or do?



Additional materials and related resources can be found at:
<http://esdi.us/publ/videoant/>

Results

The Hip Hop Video Deconstruction assignment is definitely relevant to the discussion of how women and gender roles are portrayed occurring in this course.

		Response Percent	Response Count
Strongly Agree		84.6%	11
Agree		15.4%	2
Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0

I will definitely look at Hip Hop videos differently due to the material I encountered in this video deconstruction assignment.

		Response Percent	Response Count
Strongly Agree		30.8%	4
Agree		53.8%	7
Neutral		15.4%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0

I have more confidence in my ability to recognize and not be persuaded by advertisements, in general, due to this assignment.

		Response Percent	Response Count
Strongly Agree		33.3%	4
Agree		50.0%	6
Neutral		16.7%	2
Disagree		0.0%	0
Strongly Disagree		0.0%	0

Partly as a result of doing this assignment, I would like to know more about the topic of Media Literacy.

		Response Percent	Response Count
Strongly Agree		30.8%	4
Agree		46.2%	6
Neutral		23.1%	3
Disagree		0.0%	0
Strongly Disagree		0.0%	0

Conclusions

- ❖ The video deconstruction exercise was perceived as relevant to course objectives;
- ❖ Students wanted to learn more about the concept of media literacy as a result of participating in the video deconstruction activity;
- ❖ Students reported that they will view Hip Hop videos more critically as a result of the video deconstruction exercise (coupled with a brief introduction to media literacy);
- ❖ The strategy of ad deconstruction, coupled with a brief introduction to the concept of media literacy and a rubric to support the process of deconstruction, appears to be an active learning strategy that can support course objectives, increase students' reflective abilities, and promote an appetite to learn more about related strategies supporting critical reflection.

Future Directions

The study of the video annotation / ad deconstruction strategy will be expanded to investigate whether and how advertising targeted at other "subcultures of consumption" can be effectively deconstructed and how targeted populations can be affected by the ad deconstruction activity. For example, a similar strategy has recently been incorporated in a course studying the effects of direct-to-consumer advertisements and the pharmaceutical industry.

In addition, the deconstruction exercise will be both enhanced with additional features (such as a community discussion after participating in the ad deconstruction exercise), and expanded to include more comprehensive strategies focused on deconstructing ad/media campaigns, television shows, movies, and other media venues.

NOTE: Please address inquiries related to implementing a similar strategy, to Dr. Richard Brown (brown123@umn.edu).