

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

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## Purpose

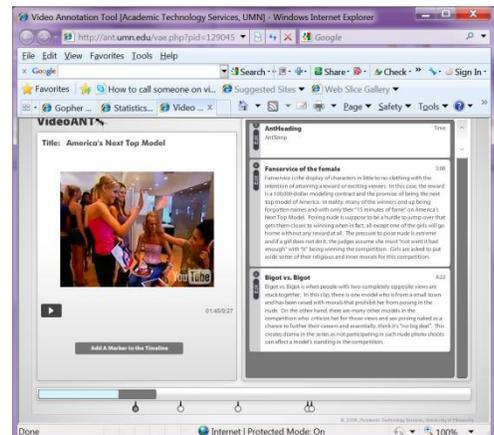
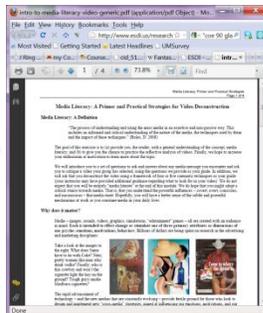
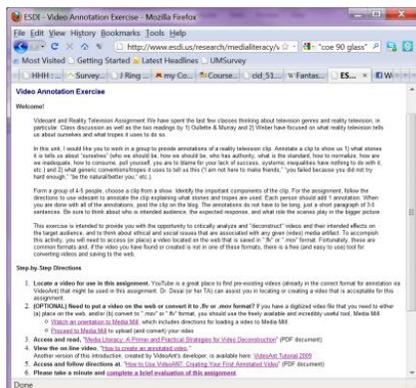
We are investigating the effectiveness of “video annotation” as a mechanism to promote critical reflection, and to provide students with practice identifying and deconstructing “Reality TV” episodes along several political and cinematic dimensions. In this activity, students were asked to identify tropes\* used within the show and what stories about “ourselves” each trope was intended to promote.

- ❖ 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 media artifacts of all kinds, differently as a result of the video deconstruction exercise.
- ❖ In addition, we expected to increase student confidence in their ability to recognize and not be persuaded by media - films, advertisements, etc. - in general, due to this assignment.

## Methods

Students enrolled in “Screening Sex” (GWSS 1004) were required to form groups of 4-5 students and, then, proceed to the assignment web page and:

- Locate a clip or entire reality television episode on-line (if needed, support was provided in moving a segment on-line);
- Access and read a brief media literacy primer;
- View a brief (on-line) video related to *How to create an annotated video.*;
- Access and follow instructions related to *How to Use VideoAnt*;
- Post the URL to the annotated clip from on the course blog;
- Complete a brief on-line evaluation of the assignment.



## Results

The video deconstruction assignment is definitely relevant to the discussion of gender roles and representation in the media that occurs in this course.

		Response Percent	Response Count
Strongly Agree		48.1%	13
Agree		37.0%	10
Neutral		14.8%	4
Disagree		0.0%	0
Strongly Disagree		0.0%	0

I will definitely look at media artifacts of all kinds differently due to the material I encountered in the video deconstruction assignment.

		Response Percent	Response Count
Strongly Agree		22.2%	6
Agree		63.0%	17
Neutral		7.4%	2
Disagree		7.4%	2
Strongly Disagree		0.0%	0

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

		Response Percent	Response Count
Strongly Agree		37.0%	10
Agree		44.4%	12
Neutral		14.8%	4
Disagree		3.7%	1
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		11.1%	3
Agree		29.6%	8
Neutral		44.4%	12
Disagree		14.8%	4
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 media artifacts of all kinds differently 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 inquires related to implementing a similar strategy, to Dr. Richard Brown ([brown123@umn.edu](mailto:brown123@umn.edu)).