

Feb 22nd, 10:30 AM - 12:00 PM

Students as Critical Media Makers: Practical Strategies for Creating Detournement with Students

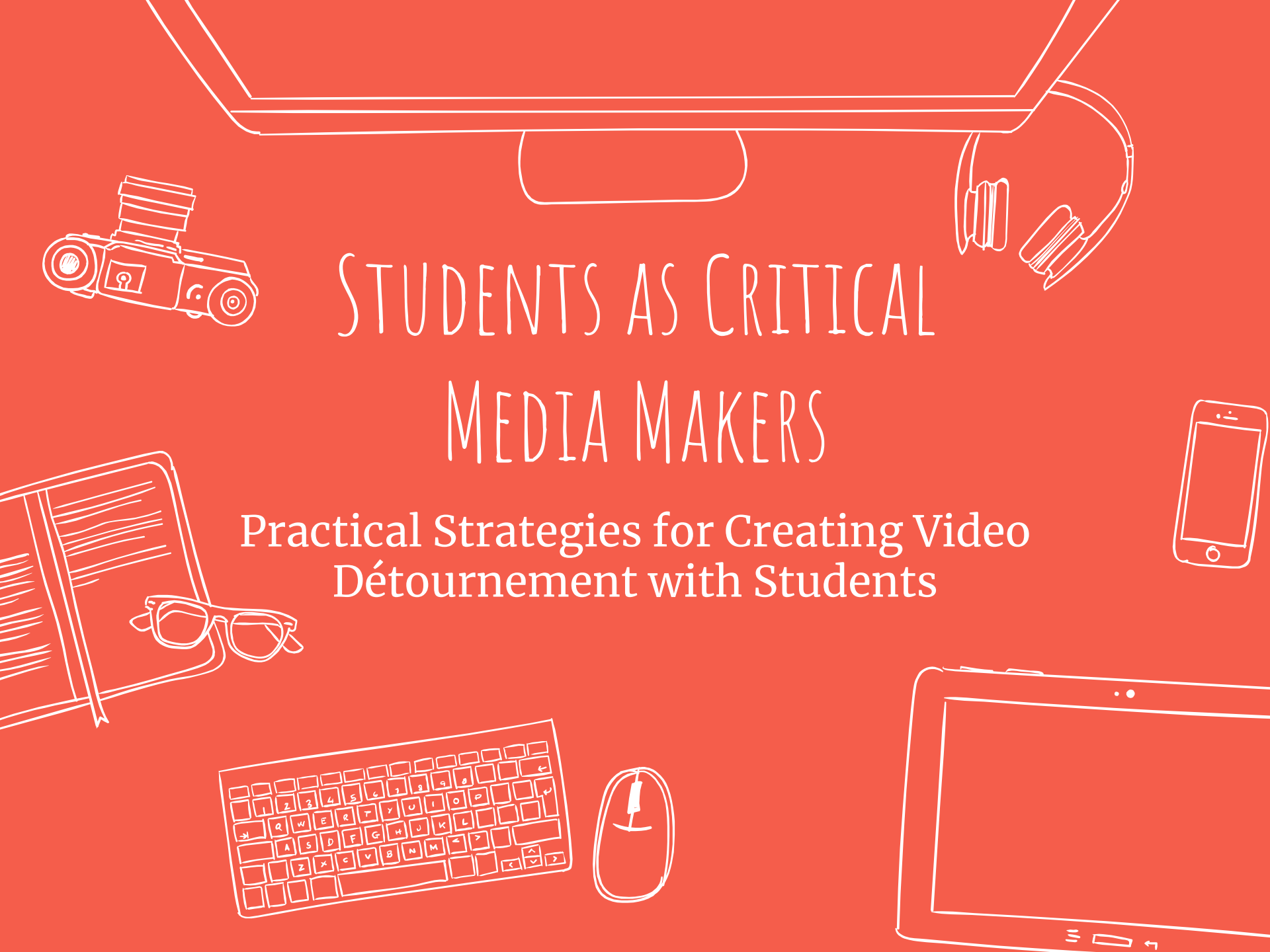
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STUDENTS AS CRITICAL MEDIA MAKERS

Practical Strategies for Creating Video
Détournement with Students



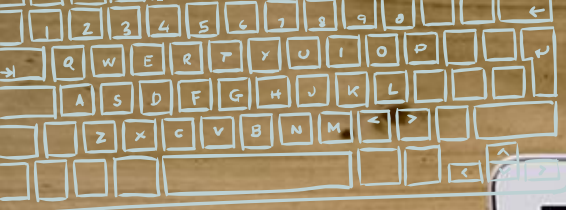
HELLO!

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WHAT IS
DÉTOURNEMENT?





DÉTOURNEMENT

“day-tour-nuh-ma”

*French: a turning around;
diversion; hijacking*



WHAT IS DÉTOURNEMENT?

The SI & Culture Jamming

- ✘ The Situationist International (1950s)
- ✘ “A subversive practice designed to expropriate and sabotage the meaning of commercial messages” (Dewhurst & Kozinets, 2015)
- ✘ Traditionally taken the form of subvertisements (ad parodies)

Video Détournement

- ✘ A thoughtful juxtaposition of messages with different claims whose purpose is to expose problematic ways of thinking
- ✘ A tool for teaching people to think critically about media messages



CRITICAL MEDIA LITERACY & DÉTOURNEMENT

- ✖ Shared history of critical theory and critical pedagogy
- ✖ Détournement enacts the productive stance of CML pedagogy
 - The identification of “liberatory pathways toward democratic citizenship in the digital age [requires students] to respond to, infer varied meanings of, and develop their own media in dialogue with dominant media messages”

Garcia, Seglem, & Share (2013), p. 121



MY INSPIRATION

- ✖ James Trier's work, UNC-Chapel Hill
- ✖ Détournement assignment from Media Literacy master's course
 - Choose a project that allows you to go in depth into some aspect of media literacy
 - Create a détournement video (using video editing software). Write a 10-page paper describing the message the video sends and analyzing the message through research literature



WHAT IS THE DÉTOURNEMENT PROJECT?

Fall 2017 Disc Lit

- ✗ Select a relevant topic w/i your discipline that attracts misconceptions/controversy & warrants a critical interrogation
- ✗ Book banning
- ✗ Immigration
- ✗ Climate change
- ✗ The Gilded Age

Fall 2018 Disc Lit

- ✗ Similar to first iteration
- ✗ Identify a topic of current relevance that you consider problematic as depicted through media
- ✗ The Western Canon
- ✗ English-only policies
- ✗ The myth of a “post-race” America

Fall 2018 Media Lit

- ✗ Most similar to second iteration
- ✗ Black Lives Matter
- ✗ Fragile masculinity
- ✗ Sexual assault
- ✗ Immigration
- ✗ Upcoming iterations in this context to be the focus of dissertation work

STRATEGIES



SEQUENCING THE PROJECT

MAT (Disc Lit)

- ✖ W3: Introduce détournement project
- ✖ W8: Project presentations
- ✖ Two checkpoints along the way

High School (Media Lit)

- ✖ W14: Introduce détournement project
- ✖ W16: Project presentations
- ✖ Adjustments moving forward



STRATEGIES

- ✖ Importance of models
- ✖ Excerpts from Trier's (2013)
“Challenging *Waiting for Superman* through Detournement”
- ✖ Scaffolding and sharing resources

STRUCTURING THE PROJECT

- ✖ Dividing tasks
 - Clip collector(s)
 - Video organizer(s)
 - Video editor
- ✖ Selecting topic and content
- ✖ Collaborating effectively

COMMON OBSTACLES & HOW TO ADDRESS THEM

- ✖ Editing the détournement
 - Editor should have the most experience
 - Lighten the editor's load initially
- ✖ Limited experience composing media
 - Scaffold with smaller assignments
- ✖ Selecting content
 - Choose a topic with ample video footage and multiple perspectives

RESOURCES



RESOURCES

- ✖ All Student Détournements
- ✖ General Resources Google Doc
 - Step-by-Step Guide
 - Links to détournement models
 - Resources for exploring topics
 - Resources for collecting clips
 - Guide to downloading clips
 - Sample Google Doc for organizing clips
 - Video editing “how-to” demo



THANKS!

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