Media, Communication, & Cultural Studies
Teaching with In Practice Video
In Practice videos are generally brief (7–10 min) and provide first person or hands-on experience of a particular topic. Examples include public speaking, persuasion, or promoting a documentary film. In Practice videos brings together experts on the subject and are often filmed “on location.” In Practice videos can be assigned to provide greater real life experience to students and can be viewed in class or as homework. Because of their practical nature, In Practice videos can be used to launch class discussion and to provide students with firsthand knowledge of what to expect if engaging with the subject material themselves.

Media and Diversity at the BBC
http://sk.sagepub.com/video/media-and-diversity-at-the-bbc

In this In Practice video, BBC Diversity Manager Hamida Ali discusses her role in assessing the extent to which the BBC reflects diversity of its audience in its content and workforce. Hamida discusses research undertaken by the BBC each year to assess how audiences perceive diversity—whether its gender, class, age, sexuality, religion, or the other characteristics protected under Equality Act 2010. She goes on to note the steps the broadcaster takes in ensuring that discriminatory barriers are removed from those who want to work for the BBC and that it recruits a diverse range of people from all parts of the UK.

Suggested Courses or Topics
This video can be used for students who study any media organization or issues of diversity. Course examples might include:

› journalism studies,
› media and gender,
› media and diversity, and
› media and communication.

Classroom Clips
Listed below are a few examples of clips that focus on key concepts:

› This clip shows Hamida describing her role at the BBC as one which focuses on “portrayal” and diversity of the audiences through various programmes and speaking with audiences about this. Clip 0:56 – 1:14.
› In this clip, Hamida discusses a recent piece of research on how audiences think about portrayals of gender, and how this is then fed back through the organization. Clip 1:24 – 2:42.
› In this clip, Hamida explains why diversity matters to the BBC. Clip 3:35 – 4:15.
› This clip addresses various strategies for programming in relation to diversity, both in terms of portrayal and its workforce. Clip 4:16 – 4:57.
› Here, Hamida shares the way the BBC analyses its content in relation to diversity across its range of programs. (e.g., age, ethnicity, and ability). Clip 4:59 – 7:05.
› In this clip, issues of class and geography are raised as two areas that the BBC needs to be particularly sensitive toward and hire and portray people from a range of classes and locations within the UK. Clip 7:09 – 8:33.
› Creative Diversity Networks is discussed in this clip, which works together to improve on-screen diversity. Clip 8:35 – 9:45.
Research Assignment

See below for example assignments that you might use for students

1 Hamida Ali makes a point about why diversity in media content and the people who produce it is important in the video (Clip 3:35 – 4:15). Find, read, and summarize five key studies that address diversity in either programming or media workforces in the world.

2 Hamida Ali makes a point about why diversity in media content and the people who produce it is important in the video (Clip 3:35 – 4:15). Drawing from a range of academic sources, how does the UK compare to other nations?

Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

1 In this video, Hamida Ali explains why diversity is particularly important to the BBC as an organization that is funded by the taxpayer and government (Clip 3:35 – 4:15). But to what extent should other broadcasters (in the UK or around the world), not directly supported by the government or the taxpayer, be concerned about diversity?

2 Hamida Ali explains her role as a Diversity Manager in the BBC (Clip 0:56 – 1:14). What reasons does she give for why diversity is important for broadcasters such as the BBC and to what extent do you agree with this?

3 Do you think it’s ever possible for the BBC to truly be a diverse organization, both in terms of content and its workforce? If so, what systems might be put in place to ensure this?