PROMOTING & IMPLEMENTING ENVIRONMENTAL LITERACY

A MULTIMODAL DISCOURSE ANALYSIS OF
GET ’EM OUTSIDE VIDEO

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Discourses are resources for representation, knowledges about some aspect of reality, which can be drawn upon when that aspect of reality has to be represented (Van Leeuwen, 2005:95).

Knowledge is selective, and what it selects depends on the interests and purposes of the institutions that have fostered the knowledge (Van Leeuwen, 2005:109).
KNOWLEDGE COMMUNICATION & DISCOURSE

REPRESENTATION OF SOCIAL PRACTICES

Social actors, actions, resources, space & time

SELECTIVE KNOWLEDGE COMMUNICATION

Exclusion/inclusion
Rearrangement
Addition
Substitution
No Child Left Inside Coalition
over 1000 organizations
47.5 million people
environmental, education, public health
and business groups
## ACTORS

### PROCESSES OF KNOWLEDGE SELECTION

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### INCLUSION

#### VERBAL:

- **Functionalization**
  - Students

- **Relational identification**
  - Our students

- **Individualization**
  - realized by singularity
  
  - *I move. I grow.*
  - *I do. I remember.*
  - *I investigate. I connect.*
  - *I run. I grow strong.*

#### VISUAL:

- **Functionalization**

- **Relational & physical identification**

- **Individualization**
  - realized by singularity
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### Theory

**Analysis**

- **Actors**
- **Actions**
- **Time**
- **Space**
- **Resources**

### Introduction

**VERBAL:**

**Genericization**

(plurals without articles)

- Students
- Kids
- children

**Collectivization**

(mass nouns)

- Healthy children
- Engaged learners
- Critical thinkers
- Tomorrow’s leaders

**Agregation**

- Children 6 to 11

**VISUAL:**

**Association**

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**Conclusions**

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ACTORS
PROCESSES OF KNOWLEDGE SELECTION

Inclusion
• Individualisation & evaluative generalization

Identification with the viewer

Role allocation

Agents (active roles)
Foregrounded
Visually differentiated

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1. **Problem** = *we want our students to be critical thinkers…*

2. **Solution** = *sit in a classroom and open a book…*

3. **Problematic outcome** = *they don’t really care…*

4. **Solution** = *hands-on is the way to go…*

5. **Final outcome** =

   *It gives them power, it makes them feel like: Wow, I can do something that really is going to impact the world!*
1) Addition: Purposes

Goal orientation:
*I use nature to teach poetry*…

Effect orientation:
*We want our students to be critical students*…

Means orientation:
*Nature is the proper way to teach them how to make those inferences and draw those conclusions*…
ACTIONS
PROCESSES OF KNOWLEDGE SELECTION

2) Addition: Legitimations

Experiential rationalization:
*Anything that I can teach inside the classroom, honestly, can be taught outside the classroom…*

Explanatory rationalization:
*Coming outside is just natural for children. It is their environment, it is where they learn from the time they were toddlers. So why not make that part of the classroom?*
TIME

PROCESSES OF KNOWLEDGE SELECTION

Rearrangement

Syncronization

Verbal:

*If you’re doing measurement, why don’t measure for a garden? If you’re doing writing, descriptive writing, why not go outside and look at something real to describe and use adjectives?*

Visual:
Introduction

Theory

Analysis

• Actors
• Actions
• Time
• Space
• Resources

Conclusions

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SPACE - The environment

PROCESSES OF KNOWLEDGE SELECTION

Addition:

Verbal

Abstraction :
(as learning tool)

Visual

Evaluation: (as changing site of learning)

Long shots:
school garden, forest, mountain, valley, etc.

Close up shots:
stones, flowers, tree branches, small animals

...Why not use the environment as a context for learning?
Addition:

Verbal

Abstraction :
(as learning tool)

...Studying about the environment is... really, it’s a survival skill.

Visual

Evaluation:

Close up shots:
stones, flowers, tree branches, small animals

RESOURCES

PROCESSES OF KNOWLEDGE SELECTION

Introduction

Theory

Analysis

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- Resources

Conclusions

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Environmental learning can facilitate the transitions:

From **patients** to **agents:**

- *engaged learners*

To **communicators** and **producers of knowledge:**

- *critical thinkers*

From **experts** to **actors:**

- *tomorrow’s leaders*

From environment *as only object* of learning to environment *as both object & context of learning*