

Show a Movie

From Phase 3: Information on topic and content

The methods of phase three are designed to support participants in acquiring information and technical background knowledge. The focus is on factual knowledge (e.g. statistics on inequality of opportunity in education in Germany, Austria or Sweden).

a) General information

Time frame: Part of lesson

Social form(s): Learning group

Number of people: 4-30

Short summary: The selected movie clip suits the aim to give a short input and should be the basis of discussion. There might be questions in advance to give the participants an orientation what they should look at closely or as an impulse, which is not introduced further.

b) Description of the method (preparation, working steps, aim)

Showing a movie/clip/video is a way of giving a (short) input and visualise the content or a part of the content. The impulse can be a video observation, e.g. of a lesson in school, a video in the field of education, e.g. a learning video for parents of newly arrived parents to understand the school system of the country of residence, a media clip, e.g. on a news magazine or (a part of) a fictional movie on a topic relevant to the teaching series on heterogeneity. Also, it can be seen as a change of medium, which makes it more interesting than a simple lecture.

Step-by-step implementation:

1. Preparation: Preparing the movie input: What purpose is it serving?

In class:

2. Showing movie (if needed provide questions)
3. Discussion

c) Reflecting questions on how to implement the methods in programmes for (recently) immigrated and refugee teachers

How can the participants and lecturers contribute their knowledge in a way that does not culturalise?

The movie/clip/video can be a starting point for a discussion. The movie/clip/video suits a purpose and should be selected carefully: Besides to the atmosphere in class the lecturer needs to reflect in advance, if there are stereotypical, discriminatory sequences in there. If so, it can be to (1) serve a cause (e.g. example of showing discriminatory behaviour) and (2) needs to be reflected.

What must be considered so that this method does not lead to stereotypes and/or discriminatory categorisations?

Many films give cause for reflection and discussion by presenting various forms of discrimination. However, in addressing discriminatory structures, it must be avoided that a whole society is judged in a generalised way. For example, the thematisation of racist or patriarchal structures must not be used to judge a religious or cultural community in general.

How to work with this method in a language sensitive way/how to include multilingualism?

The movie might be in (some of) the participant’s first language with subtitles in teaching language (or the other way around).

How to use this method in a participatory way?

Accessibility: The use of subtitles or change of language can increase the accessibility and create space for other languages than the usual teaching language. With the possibility to rewind, watch again different aspects can be looked upon closely or a deeper understanding (e.g. for language learners) can be gained.

Possible variations of the method

As mentioned in the summary at the beginning, guiding questions can help channelling the awareness of the participants towards the emphasised aspect in the movie. Especially when the movie clip is a bit longer, questions are helpful for the audience to gain focus.

Tips

The movie clip could be integrated in the teacher-centred teaching part and would make it livelier. Enough time should be scheduled for the discussion afterwards (For the discussion guideline rules see 3.3 General Guidelines for Implementing the Methods of the Toolbox).

Example/possible topic

Chose the movie/clip/video carefully and in alignment with the learning group. A selection of films about (flight) migration can be found at: <https://www.migration-im-film.de/> (in German) [29.02.2020]

Internationally (awarded) films on topics of heterogeneity, being different and discrimination etc. for example

- Female Pleasure (2018). A (documentary) film about five women from different cultures (and religious beliefs) who fight for a self-determined female sexuality.
- The light – Holy siz - a music video about a boy who wants to wear a dress and the right to yourself. Available at: <https://www.youtube.com/watch?v=Cf79KXBCIDg>
- Always #LikeAGirl (2014)). An advertising clip of the brand Always, which uncovers negative associations with the phrase "Like a girl" and replaces them with positive ones. Available at: <https://www.youtube.com/watch?v=XjJQBjWYDTs>
- A Man's a Boss, a Woman's Bossy (2013). An advertising clip of the brand Pantene, which shows that the same behaviour is labelled differently by society for men and women. Available at: <https://www.youtube.com/watch?v=B8gz-jxCmg>
- Bekas (2012). A Kurdish comedy drama about two boys who try to emigrate to America on their own after seeing a Superman movie.
- Mediterranean - Refugees Welcome? (2015). An Italian-French film about the migration of a family from Burkina Faso to Europe.

requal – Requalification of (recently) immigrated and refugee teachers in Europe
Method Toolbox “Heterogeneity in Higher Education and in Schools in Europe”

Furthermore, there are many blockbuster movies that show gender stereotypes or racism, which can be used as impulses for discussion.

d) Further information

Fremdsprache Deutsch: Zeitschrift für die Praxis des Deutschunterrichts, Heft 36/2007: Sehen(d) Lernen.
Hueber.



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