

***SOCRATES
PROGRAMME***

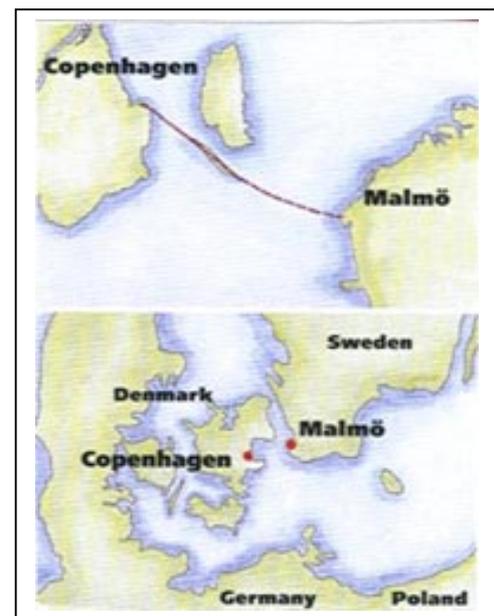
ARION SCHEME 2001

THEME : FILM AS A PEDAGOGIC METHOD

VISIT 08

Working Language : English

Hosting organisation : Film i Skane



*MALMO – SWEDEN
1st May – 6th May 2001*

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in collaboration
with group members*

FILM AS A PEDAGOGIC METHOD

THEME 04 VISIT 08

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Appendix A An article (in Swedish) in the local newspaper after our visit to Kristianstad

Theme and Title : Film as a pedagogic method

1. Introduction

Sweden is known to be very active in the field of producing films for children and promoting media education and research at the local, regional and national levels through the channel of public authorities, institutions and organisations.

Film i Skane is one of the twenty regional centres for film and video that exists in Sweden. Founded in 1995, it is located in Malmo, in the South of Sweden (Skane) and is financed by the County Council of Skane and the Swedish Film Institute.

Film i Skane supports different kinds of projects that involve film and schools. The objective is to make film a natural part of education and educate young pupils to develop a critical outlook on films as well as to make their own films. *Film i Skane* also offers lectures and courses in film analysis to both professionals (for example teachers) and young people (primarily students).

The aim of our visit was not only to study how *Film i Skane* uses film as a pedagogic method but also how it interacts with other partners who are active in promoting film education for young people in the region.

2. List of participants and ways of working

The group consisted of nine participants, as follows :

Mieke Leys	Trainer, Flanders, Belgium
Ulrike Buchmann	Inspector, Niedersachsen, Germany
Christina Wiggen-Fisher	Upper secondary teacher, Berlin, Germany
Ma Begona Gonzalez Garcia	Advisor/counsellor, Asturias, Spain
Carlos Vazquez Reves	Educational specialist, Andalucia, Spain
Evelyne Coulon	Educational specialist and teacher, Paris, France
Mauro Bergamini	Administrator, Lombardia, Italy
Roberto Broccolo	Dep. Head, Marche, Italy
Sebastian Banas	Principal/Head, Wielkopolska, Poland

Several European nationalities were represented creating an exchange both rich and diversified. English was used as the working language. Despite different backgrounds, interests and the fact that the participants were not native speakers of English, there was close collaboration leading to the development of friendship.

3. Purpose of the study visit was to :

- attend lectures on the *Film i Skane* pedagogic method
- compare film education initiatives and gain inspiration on how to use film in schools
- visit schools and organisations involved in promoting film education
- examine partnership at the national, regional and local level
- develop links between group members and set-up future exchanges
- obtain a general overview of the Swedish education system



On the first evening : getting to know each other

4. Main contacts

The two key contacts for the visit were :

Anna-Karin Dahlin, film and cinema advisor, Film i Skane

Fredrik Holmberg, film pedagogue, Film i Skane

Other contacts during the visit included :

Karin Johansson Mex. ; Head of the Young Film Factory, Malmo

Anna Britta Bromander, international coordinator, child care and school administration, Kristianstad

Ronny Jonsson, curator of the Film museum

Barbro Melander, deputy director of the regional museum of Kristianstad

Peter Hartman, media pedagogue, Kristianstad

Lotta Karlind, director of education, the National Agency for Education

Representatives of the city of Malmo and Kristianstad, Representatives of film festivals,

Head/teachers of schools.

We would like to thank these people for their time, kindness and patience in sharing their experiences/projects with the group. Special thanks to Anna-Karin Dahlin who organised the programme for the week, and to both Anna-Karin and Fredrik who escorted us during the week, made numerous photocopies, gave us access to valuable material and contacts.

5. Programme for the week

- | | |
|-------------------------------|---|
| Tuesday, May 1 | Introduction to Film in Skane by Anna-Karin Dahlin and Fredrik Holmberg
Screening of the Matrix
The cultural heritage of Europe ; : analysis of the Matrix with Fredrik Holmberg
Group meeting
Screening of a current film in the evening with the organisers |
| Wednesday 2 nd May | Film pedagogic work in Malmo :
Study visit to The Young Film Factory, including visit and lunch at a school
Presentation of BUFF, the International Children and Young People's Film Festival in Malmo) and the school screening project of Malmo.
Group discussion
Basic lecture on the language of film : style, structure, characteristics (lecture by Fredrik Holmberg)
Dinner with representatives of the City of Malmo |
| Thursday 3 rd May | Film pedagogic work in Kristianstad
Study visit to the school screening project of Kristianstad which emphasizes the questions of democratic rights and international issues.
Lunch with representatives of the City
Study visit to the Film museum of Kristianstad
Study visit to Filriket, Barbacka, a film and media workshop especially designed for children and young people in Kristianstad
Excursion to a historic workshop in the countryside |

Friday 4 th May	National support and initiatives : Lecture on the role of aesthetics and media in the education system, the National Agency for Education Group discussion and work on the report Screening of <i>Vingar av glas</i> , a new Swedish film (English subtitles) by Reza Bagher. The film is very popular for school screenings. Discussion led by Fredrik Holmberg
Saturday, May 5	Thematic use of film. Lecture by Fredrik Holmberg Group discussion and work on the report Screening of a current film with the organisers
Sunday, May 6	Conclusions and work on the report

6. Survey of the study visit

Two aspects of the visit seemed particularly important to the participants :

a) Film as a pedagogic method :

. why use films as a pedagogic method ?

Children spend a lot of time watching moving images. Film as a pedagogic method can be a valuable instrument for schools. It is also a way to relate to pupils' reality. This became very apparent during our visit. *Film i Skane* is an excellent example.

The pedagogic power of film is known in other countries. Every participant in the visit explained different experiences of informal use in the school setting with specific presentation on highlighting concrete activities whose purpose was to use cinema for teachers and pupils.

. three criteria should be present when selecting films

- how match learning with film content :
there should be a correlation between film content and curricular content
priority focusing on moral and social value
there must be a harmony between teachers' aim and pupils' likes/dislikes.
- how to learn the language of films, to learn film techniques : attention should be paid to genre, structure, narrative ...
- how to develop new communication possibilities : making films, recording videos and animation films...

b) organisation and partnership at the local and national levels.

It was not always easy to assess who is in charge of promoting film/media education as the educational system is decentralized. It was noted for instance that the national ministry of education has recently added film education to the curriculum for schools but hasn't said how schools and teachers should implement this change. They will also not provide further funding.

We found out that the Swedish approach to education in its general meaning bases itself on the local dimension of the school.



Lunch at a primary school involved in film education (Malmo)

Some pupils from a high school in Kristiantad presenting their work in film



The oldest film museum in Sweden (Kristianstad)



Municipalities play an important role in the educational system. In this respect, the two cities we visited (Malmö and Kristianstad) make substantial efforts to stimulate cultural initiatives that can reach children and young people in schools : Film is one range of cultural activities these cities support. This support of cultural activities is related to the cities' concern for enforcing democratic dispositions.

Through the local school plan, which is an important part of the national structure of education in Sweden, and which covers the school activities of the community over a period of 5 years, municipalities are able to find integrated solutions to emerging problems by using municipal facilities other than schools.

In Malmö, such facilities are represented by the presence of super-communal organisations such as Film i Skåne or by municipal ones such as UNGA film factory. Together, they offer technical skills and equipment as well as courses for teachers and students, intervening either directly or indirectly

Another important point is the « film culture » which exists in Malmö and in Sweden as a whole. : the BUFF film festival, with its special attention to young people and their problems, plays an important role in promoting the use of films in education and is a true catalyst.

All schools in Skåne have one or two teachers who are the « cultural ambassadors » of their school. The city informs these teachers about what is going on and invites them to presentations of films, etc. In return, the teachers inform the representatives of the city about the needs and interests of the children and give advice about what to organise. Therefore, there is exchange at different levels. We found that pupils are fully integrated into their own learning process.

Municipalities also take other initiatives : for instance, we noticed that the city of Malmö has set up the « Kulturbus », a special bus that picks up children living in the suburbs and brings them to the theaters and the cinemas in the center of the city. Exporting the cultural product/materials to the suburbs is also an excellent idea.

7. General impressions on the theme

We (the Arion group) consider that film education should not be forgotten and that it is advisable to extend *Film i Skåne* initiative throughout Europe. Therefore, several strategies are necessary :

- a) to further develop the *Film i Skåne* initiative as a valuable practice example
- b) to achieve institutional support in order to create organisations similar to *Film i Skåne* in other countries. These organisations could provide support for teachers : selection of films with methodology guidelines, questionnaires, film analysis tools, books for teachers and pupils, teachers' training and, provide schools with basic equipment such as videos, cameras, computers and mixture tables.

Cooperation of schools and other organisations (the city, cultural centers, the national film institute) is both important and positive. The setting up of networks should be encouraged. We experienced this in Malmö and learned of networks being set up in Hannover and in Turnhout.

The projects we visited in Malmö and Kristianstad are not « empty boxes » but respond to a real need. They were not invented in offices, but grew out of the enthusiasm of fieldworkers, who received support from the authorities.

Although organisation, methods and support are important, the spirit, enthusiasm and commitment of people is a key to making a real difference and should not be underestimated.

A strange encounter : the Vikings !



It was hard work ! We even had to row to get on firm ground. Mais « l'Union Européenne fait la force !



8. Conclusion

The Arion visit to *Film i Skane* meant much more than a useful insight into the possibilities film offers to both teachers and students, as has been put forward previously in this report. It was above all the meeting place where different European educational systems were contrasted, analysed and discussed in order to reach a precise conclusion : European educational systems share the same problems which are among others : unmotivated pupils, lack of up-to-date resources in schools, generalized criticism in society towards teachers' practices/roles and towards the development of the educational system itself, an overly bureaucratic work demand for teachers, too few teacher training courses to update their knowledge, etc...

As far as the treatment of cultural aspects in education is concerned, in Sweden, we learnt through *Film i Skane* that close cooperation among national, regional and local institutions, specialists, authorities and schools is essential in order to create a special atmosphere for young people. A democratic and respectful atmosphere in which they can not only learn, but also grow, evolve and enjoy themselves as human beings. Education must take place inside and outside schools and the guidelines to be followed in both cases should be discussed and developed together.

It is our future task, as a group, to take advantage of everything we learnt during our stay in Malmo, to develop it and to start something new in both our everyday activities and the activities of our centers/schools.

9. Assessment and follow-up

All the members of the group found the study visit extremely well-organised and diversified. We had the opportunity to watch movies, video clips, reflect on them and acquire new tools/approaches for teaching films in the classroom. We also had the occasion to meet film specialists/educators/decision-makers who are enthusiastic about educating pupils to analyse and make films or videos.

The visit also provided the group with a possibility to reflect on their own practice in film education and to compare what is done in this field in each country. It was noted that we often share the same difficulties when we integrate films in the curriculum.

The participants gained further insights into how films can be used with pupils and what is needed to overcome particular problems.

Each participant was confident they would be able to use the information gained during the visit. Moreover, they pointed out that it was necessary to further the bonds created during the visit and develop a network in order to exchange information, ideas and experiences. Discussions also took place to organise exchange visits which could be linked to film education or other spheres of interest.

These types of projects provide a real source of enrichment in the classroom which allows students to analyse/discuss concrete issues within the framework of film.

Kristianstadsbladet 4/5 - 2001

Filmen som underlag till diskussion

"Film som pedagogisk metod" är temat när nio skolspecialister från sex europeiska länder samlas i Skåne för att studera hur film kan utnyttjas i utbildningssyfte.

I går kom de till Kristianstad och fick bland annat veta hur Darleen Bever-Levin, som undervisar i engelska, film och drama på Christian IV: s skola, använder film som ett sätt att öppna upp för diskussion i klassrummen.

Av Sara Martellius
044-18 55 56

Film i Skåne står som arrangör för studiebesöket som är en del av EU: s studiebesöksprogram ARION. Besöket inleddes i Malmö i tisdags där det också avslutades på fördag. Men i går gjorde sällskapet en uppstötare till Kristianstad för att ta del av den filmpedagogiska verksamheten här. Skolbion är ett viktigt redskap när det gäller att integrera film i undervisningen. Av-

na-Britta Bromander på barn- och utbildningsförvaltningen är projektledare för skolbion i Kristianstad.

- Vi visar film som en del av vårt demokratiprojekt och får stöd från svenska filminstitutioner, berättar Anna-Britta Bromander.

Under året uppmärksammade skolbion olika bemarkelser dagar genom att visa film. Till exempel bjöds det på kärleksfilmer på Alla Hjärtans dag, globalbio med filmer som belyser olika kulturer under Österängsskolans traditionella Vård för världen-dagar, och under FN-veckan i oktober arrangeras "Antirasistiska film-dagar".

Diskuterar filmerna
Innan filmen sätts igång under skolbiovisningarna presenteras den av elever som fått en förhandsvisning av den. I går fanns några av dem på plats i Kosmoramas salong 4 för att ge de utländska besökarna en vink om hur det brukar gå till när de introducerar filmen.

Alyssa Levin från 9a på Fröknegårdsskolan berättar om filmen East is east som visades under globalbion i april. En åhörare undrar om elever och lärare pratar om filmerna efteråt.

- Ett problem är att lärarna vill att filmen ska presenteras innan, men det är efteråt som eleverna vill prata och ställa frågor om den, säger Anna-Britta Bromander. - Fast om filmen visas under ett tema, som till exempel under Antirasistdagarna, diskutera vi den mer i klassrummet, säger Alyssa Levin.

Film i undervisningen

Sedan föreläser engelsk- och Levin om hur hon använder film som undervisningsmedel på Christian IV: s skola.

- Genom film kan man ta upp känsliga ämnen som rasism och homosexualitet utan att någon behöver känna sig hotad. En film som man kan diskutera hur mycket som helst är American History X. De flesta ungdomar hade sett den in-

nan vi såg den i skolan, men när vi diskuterar den lär de en chans att bearbeta de starka känslor den ger upphov till, berättar Darleen Bever-Levin.

American History X handlar om en ung man vars nazistiska sympatier väcks när hans far blir skjuten av en afroamerikan i Los Angeles. Efter att han mördat två svarta män hamnar han i fängelse och blir kompis med en svart kille. Han börjar omvärdera sitt liv, bara för att finna sin lillebror lika hatisk som han själv när han kommer ut ur fängelset.

- Vi kan inte förneka att unga människor tittar mycket på tv. Men om vi ser filmer med dem, som de annars skulle ha sett utan vuxna, kan vi diskutera deras reaktioner tillsammans i klassrummen.

Bra diskussionsunderlag

Just att använda film i undervisning som underlag för diskussioner i skolan är något som Film i Skåne vill lägga ut till de europeiska besökarna.

- Vår metod är att göra studiebesöket har varit väldigt vä-



Sångprov. Linn Persson, Alyssa Levin, Arbnore Jashari och Ellinor Ekstam från 9a på Fröknegårdsskolan gav smakprov på sina skolbiopresentationer för europeiska skolspecialister i Kosmoramas salong 4.

Bild: WILLY ALM
Karim Dahlin på Film i Skåne som sköter den praktiska utjansen under studiebesöket.

I onsdags fick besökarna lyssna när Film i Skånes filmpedagog Fredrik Holmberg analyserade filmen Matrix på biograf Spegeln i Malmö, och man besökte också Unga Filmmakers vardag som underlag för diskussioner i skolan är något

Mieke Leys som undervisar i film och internationella frågor vid lärarhögskolan i Flander i Belgien tycker att studiebesöket har varit väldigt vä-

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