



thinking space

USING FILM

WHAT IS IT?

Using film in the classroom is a simple way to reinforce reflection amongst students. It can also be a useful analytical tool for teachers to reflect on teaching and learning.

The most straightforward way to use film in the classroom is to show footage to the participants of themselves engaged in an activity or a discussion. Techniques such as Goldfish Bowl and Thought Tracking can then be applied to the footage to explore what was going on in greater detail.

RECIPE

- **No. of participants:** Any
- **Age of participants:** Suitable for any age
- **Preparation time:** Time to review the footage to pick out the best clips
- **Delivery time:** 10 minutes – 1 hour
- **Materials:** Footage of learners taking part in an interesting activity / holding an enquiry

HOW DOES IT WORK?

Feel Good Clips

A great way to kick start the session is to show the participants a few clips of team work and of funny moments. It'll remind them of the activity/day/session that you're going to be analysing and it'll promote a sense of togetherness in the group.

You Missed A Bit

If the session that you're analysing involved an activity or a story or thought experiment to start an enquiry, then before you begin analysing the footage ask the group to tell the story of the day or the stimulus. One person starts at the beginning and every time someone thinks they've missed a bit they interrupt with 'You missed a bit...' and take up the telling of the story including the extra piece of information. This builds up a detailed picture of the groups' collective memory of the day / session / stimulus.

Thought Tracking

Show the students the clips you have picked out of particularly significant or interesting moments from the session/day. Freeze the clip at different moments and ask them to explore what the people in the clip were thinking at that moment.

HOW DOES IT WORK? (cont.)

Encourage Empathy

An easy way to promote higher order thinking skills is to show the students a clip and then ask them to reflect on what the other people in the clip would be feeling, thinking and learning at that moment in time. This deeper level of reflection not only explores what other people feel and think but also draws out what different learning would be taking place by people as they receive new information.

Great Learning

If you can pick out some 'Eureka! Moments' or moments when learning could have happened but didn't, then ask the students to discuss what learning was happening and why it happened. What triggered it? Who learned what? Was it deep learning or shallow learning? What else could they have learned? How can we encourage more moments like that?

Goldfish Bowl

Ask the students to Goldfish Bowl their own enquiry. By concentrating on one or two elements each they can then analyse the discussion as a group in a way that it is impossible to do when taking part in a discussion. This can then be used to build up a picture of what makes a rich discussion and their learning can then be applied when they take part in future enquiries. (See 'Goldfish Bowl' Tool).

TIPS

- Make sure you have charged batteries and enough film stock for your camera while filming!
- Don't worry too much about wonky shots and moments of blurred focus; even poor quality film can be used to aid reflection.
- Do try and show a few feel good clips before the reflection session begins in earnest; it helps the students get over the initial squeamishness of seeing themselves on film.

YOUR NOTES...

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FIND OUT MORE

- See 'Concept Building' Tool
- See 'Dramatic Devices' Tool



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