An average student is said to spend “about five and half hours a day using media (5.29) – more than 38 hours a week” (Kaiser Family Foundation, p.9). On the average, over three hours a day is devoted to just television and videos (Kaiser Family Foundation, 1999). Obviously, students have more opportunities and more interest in media, than in school. “To help fuse the two opposing forces together, teachers have been using film as an instructional enhancement tool for teaching their respective content throughout the twentieth century. Some content areas lend themselves to using film in the curriculum. From personal experience, the social studies curriculum is the most notorious for using film” (Russell, 2007).

Over the past decade, social studies teachers have increasingly integrated technology into their classroom instruction (Berson, 2004; Coburn, 1997; Danker, 2000; Dunn, 2000; Hakes & Eisenwine, 2003; Heath, 1996; Ray & Shelton, 2004; Rice & Wilson, 1999; Shiveley, 2004; VanFossen,, 2004). However, technology (specifically movies) are often misused and abused by teachers. Some common misuses and abuses of movies pertain to lesson planning, as well as copyright infringement. Movies are often shown for the wrong reasons or for no reason at all, as well as illegally. This presentation will discuss the appropriate method for incorporating movies into the curriculum, relevant legal issues surrounding using movies in classroom, and the educational benefits of using movies.
Furthermore, the presentation will discuss how movies can be used to help encourage higher order thinking skills and how students can make movies to help encourage higher order thinking skills.

The presentation will discuss two separate research studies. The first research study examined secondary social studies teachers and how they used movies in the social studies classroom. The second research study examined elementary students and how they utilized technology in the social studies classroom to make historical movies. Handouts will be provided.

References


