

CAMERA PEN PEDAGOGY: USING CAMERA AS A PEN

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**IT IS POSSIBLE TO TEACH EVERY BRANCH OF
HUMAN KNOWLEDGE WITH THE MOTION
PICTURE. OUR SCHOOL SYSTEM WILL BE
COMPLETELY CHANGED IN TEN YEARS.**

Thomas A. Edison, 1913

**I BELIEVE THAT THE MOTION PICTURE IS
DESTINED TO REVOLUTIONISE OUR EDUCATIONAL
SYSTEM...THE EDUCATION OF THE FUTURE, AS I
SEE IT, WILL BE CONDUCTED THROUGH THE
MEDIUM OF THE MOTION PICTURE, A VISUALISED
EDUCATION.**

Thomas A. Edison, 1922

**THE CINEMA HAS A FUTURE ONLY IF THE
CAMERA CAN MANAGE TO REPLACE THE PEN.**

Alexandre Astruc, 1948

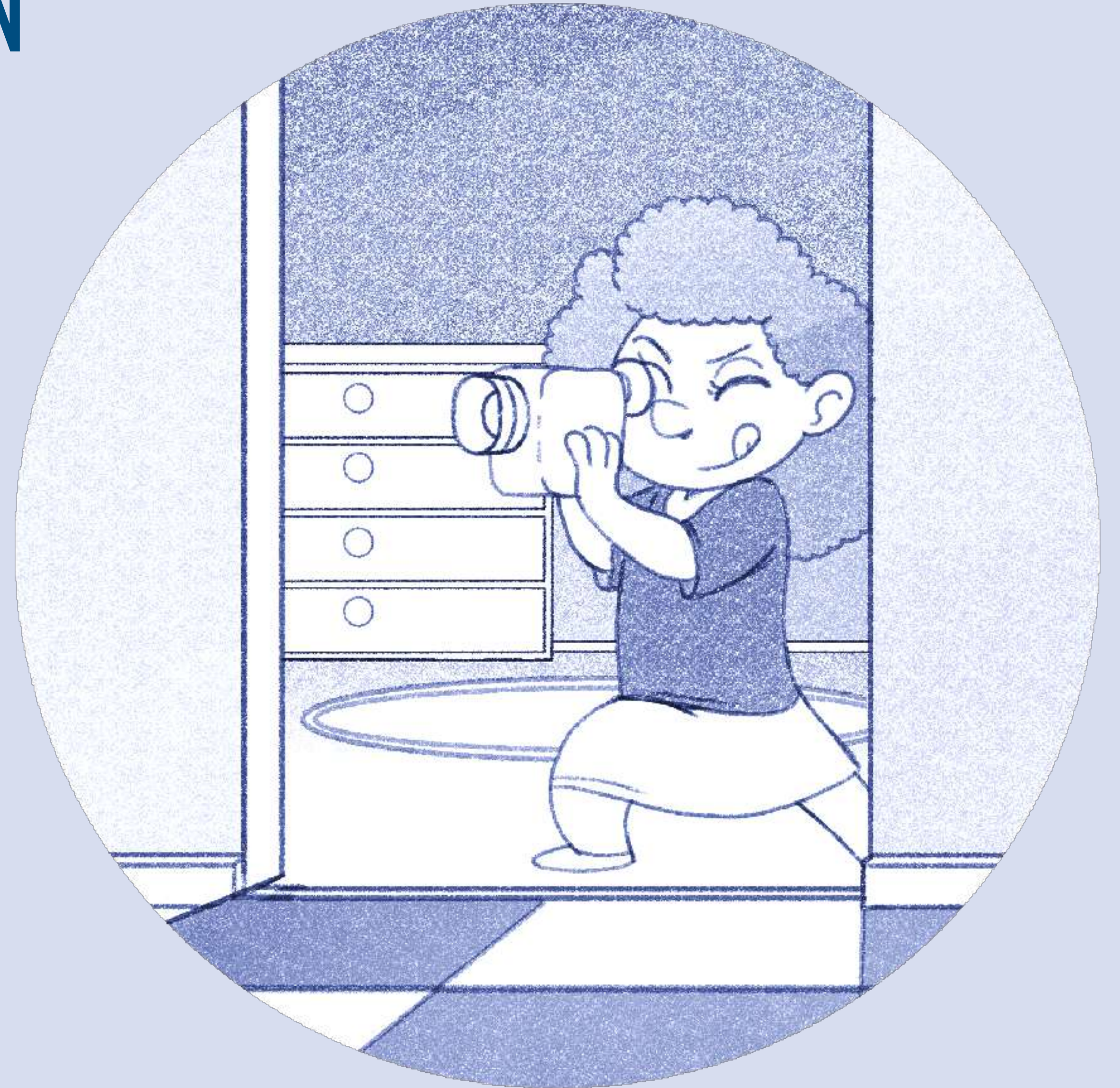
CINEMATIC THINKING PERSPECTIVE ON CAMERA PEN PEDAGOGY

Alexandre Astruc, caméra-stylo (1948):

- Personal "writing", which allows filmmaker to express his or her thoughts and feelings on film in the same way that a novelist or a philosopher uses writing to express thoughts.

Jean-Luc Godard:

- Film represents thinking, which takes place primarily through representations. "Cinema is an instrument of thinking".



CAMERA PEN PEDAGOGY

DEFINITION

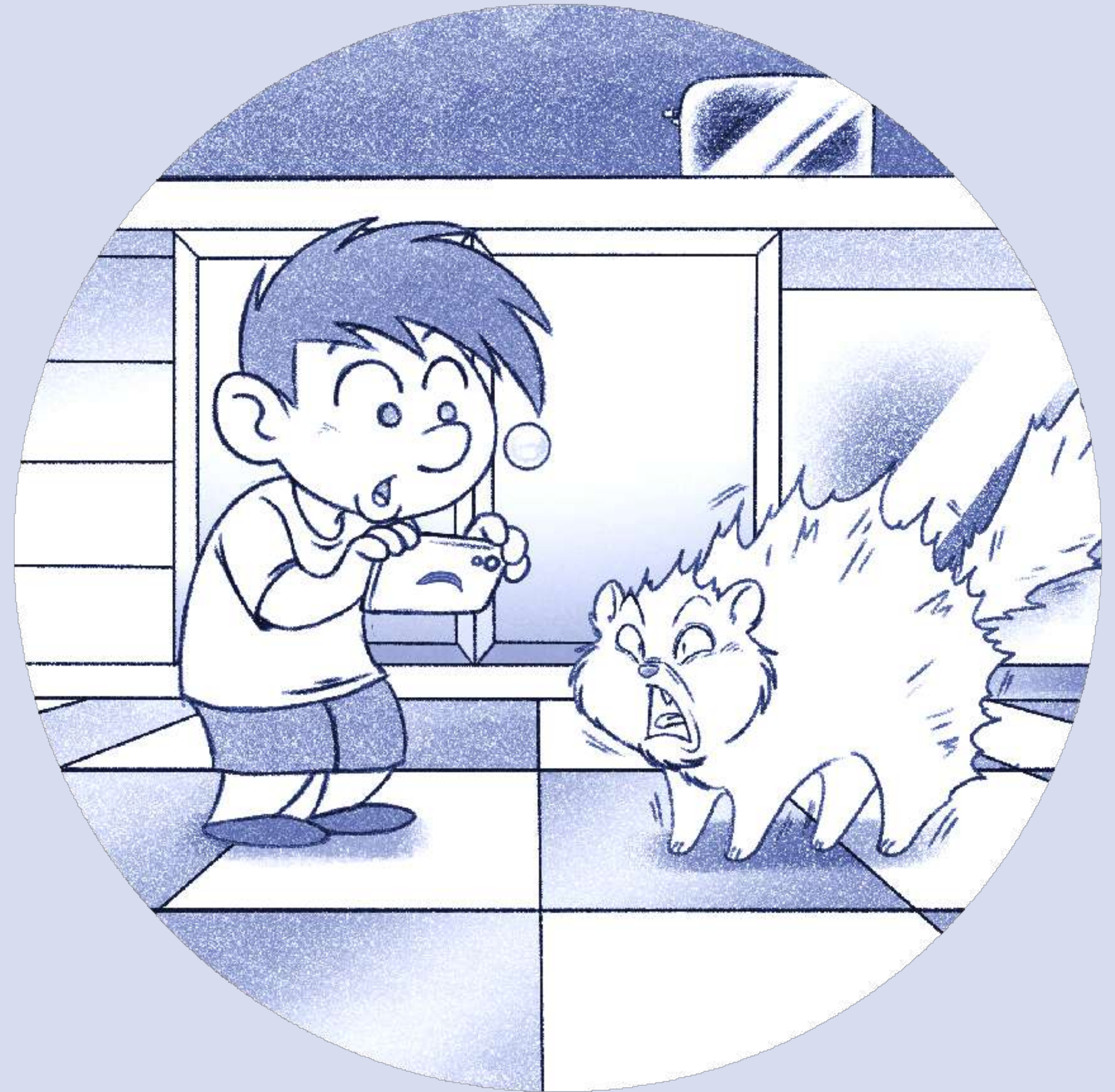
Edison: "Visualised education"

Astruc: "Camera pen"

Godard: "Instrument of thinking"

CAMERA PEN PEDAGOGY:

- Camera is used like a pen to produce ideas, thoughts, concepts, theories and interactions in a school learning environment.



CAMERA PEN PEDAGOGY

Camera is a tool for

- Observing, exploring, perceiving the world, language, concepts and phenomena
- Producing, constructing and sharing knowledge and solving problems
- Expressing thinking and emotions
- Reflecting on learning and one's own and others' emotions and thinking
- Interacting with oneself, others and the world



TO SUMMARISE:

1) EXPRESSIVE

to solve problems and construct knowledge, make thinking visible.

2) REFLECTIVE

to document problem-solving or learning process. The video reflects choices and interaction between pupils.



CAMERA PEN PEDAGOGY

Examples:

Search for the signs of spring in the local environment.

Describe mathematical themes and expressions as part of everyday life events.

Introduce a tree and its parts and their purpose.

Represent, recognise and interpret different emotions.

Demonstrate the correct technique by making an instructional video.



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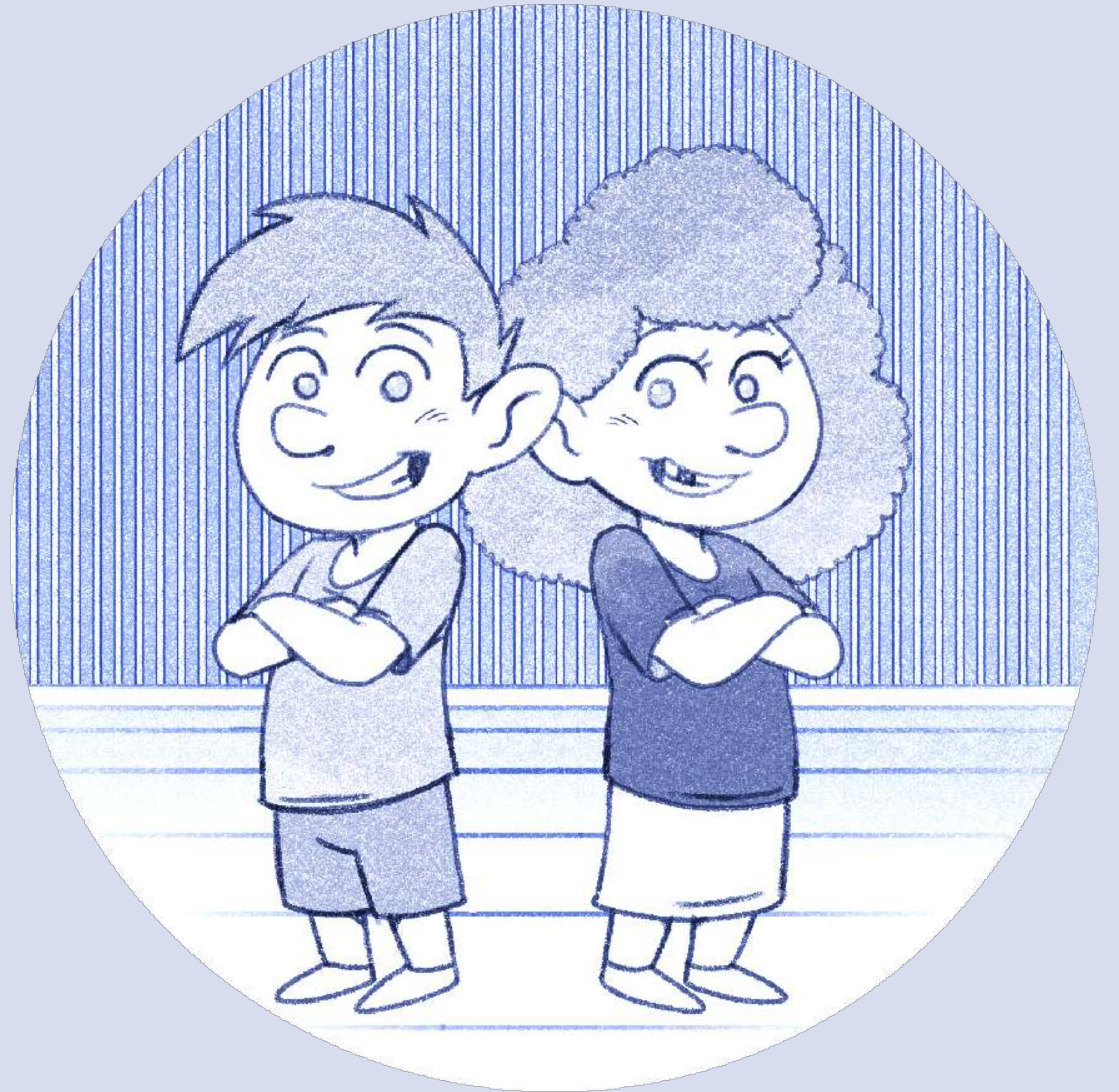
Why to integrate video making into learning?

Audiovisual media and communication have increased in children's lives with the development of digital devices.

Learning with technology: more attention has been paid to support pupils' multi-literacy skills; to integrate technology into learning and to use pupils' media skills.

Connect school's formal learning practices with children's off school informal practices. This makes learning more supportive for everyday realities.

Learning environment that supports and develops pupil's self-efficacy, motivation and metacognition.



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