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A PEDAGOGICAL RECEPTION ANALYSIS STUDY ON THE EFFECTS OF AN EDUCATIONAL FILM —
RESEACH PAPER SNAPSHOTS



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Original paper (not published)

DISCOVERING THE CORE OF VOCATIONAL PEDAGOGY – A PEDAGOGICAL RECEPTION ANALYSIS STUDY ON THE EFFECTS OF AN EDUCATIONAL FILM

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Publications

Tenno, T. & Karjalainen, A. 2017. Ammattipedagogisen maiseman avartuminen. Pedagoginen reseptiotutkimus opetuselokuvan vaikutuksesta. ePooki: Oulun ammattikorkeakoulun tutkimus- ja kehitystyön julkaisut, 37/2017 <http://www.oamk.fi/epooki/2017/pedagoginen-reseptiotutkimus-opetuselokuvan-vaikutuksesta/>

Research website

<https://tiiutenno.wixsite.com/sec-model>

ABSTRACT

The article discusses short-term reception in an educational film, in relation to the additional value produced by pedagogical media. At the same time, the term pedagogical reception analysis will be defined. The article is based on a study which examined the changes in teacher trainees' (N=23) conceptions about vocational pedagogy before and after watching an educational film.

The educational and pedagogical strategies of dramatization were taken into consideration when choosing the pedagogical media. The dramatization in the educational film used in the study was examined from the perspective of the SEC model, developed for designing pedagogical media. The SEC model contains three dimensions: seriousness, entertainment and communication. These dimensions become connected through different drama elements.

RESEARCH FRAME

The research results indicate that all teacher trainees obtained a deeper and broader understanding of vocational pedagogy after watching the educational film. Metaphors were a particularly powerful forms of drama.

The goal of this study is to examine the pedagogical reception of the educational film *Discovering the Core of Vocational Pedagogy*. We will examine how the film which has been written and produced for educational purposes affects a teacher trainee's understanding of vocational pedagogy.

- instead of pedagogical impact we wanted to use the term pedagogical reception
- we wanted to focus on short-term pedagogical reception; in other words, how the message of the film was perceived after the first viewing and how the viewer's mind processed it into something that is meaningful for learning
- we cannot evaluate the actual benefit for learning, but rather the change that occurs in the students' conception
- the term *pedagogical reception analysis* will be defined and put to test.

THE SETTING OF THE STUDY

In the first phase the teacher trainees (N=23) were asked to give a written answer for what vocational pedagogy means in their opinion. Four weeks later, the teacher trainees were asked to watch the educational film *Discovering the Core of Vocational Pedagogy*. After watching the film, the students were again asked to answer the same question about vocational pedagogy.

Data analysis was made in nVivo program.

TEACHING MOVIE

Why we need or use educational films in teacher training?

Vocational pedagogy is a synthesis of all the conceptions, experiences and meanings in a teacher's pedagogical actions, but...

- the student often limits the teaching task into mere transmission of knowledge and skills
- vocational competence may be solely understood as practical skills and finding solutions to vocational problems
- the broader societal connections of vocational activities with its values and socio-political contexts is often given secondary importance

The educational film *Discovering the Core of Vocational Pedagogy*

- The informative contents of the educational film *Discovering the Core of Vocational Pedagogy* is in accordance with the vocational teacher training curriculum.
- The texts are based on a broad literary overview.
- The different aspects of vocational pedagogy are connected by a simple and understandable metaphor about hiking.
- The film consists of the personal realisations that the hiker receives about vocational pedagogy during the journey.

<https://youtu.be/Fd9sfARVucE>

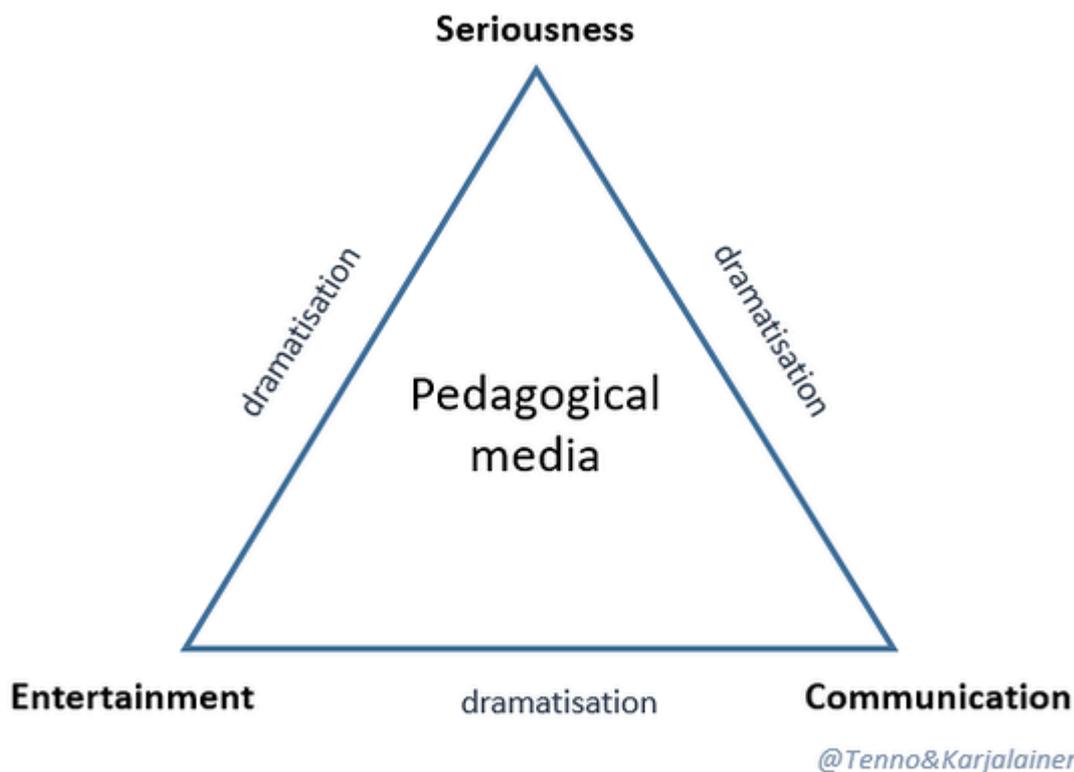


Vaellus ammattipedagogiikan ytimeen | Discovering the core of vocational pedagogy

THE SEC MODEL

- The value of an educational film comes from the additional **pedagogical value** it produces.
- The significance of videos as a factor contributing to learning and development is a combination of communication, entertainment and serious pedagogical content.
- By SEC model, **pedagogical narratives** must contain **serious, entertaining and communicative elements**.

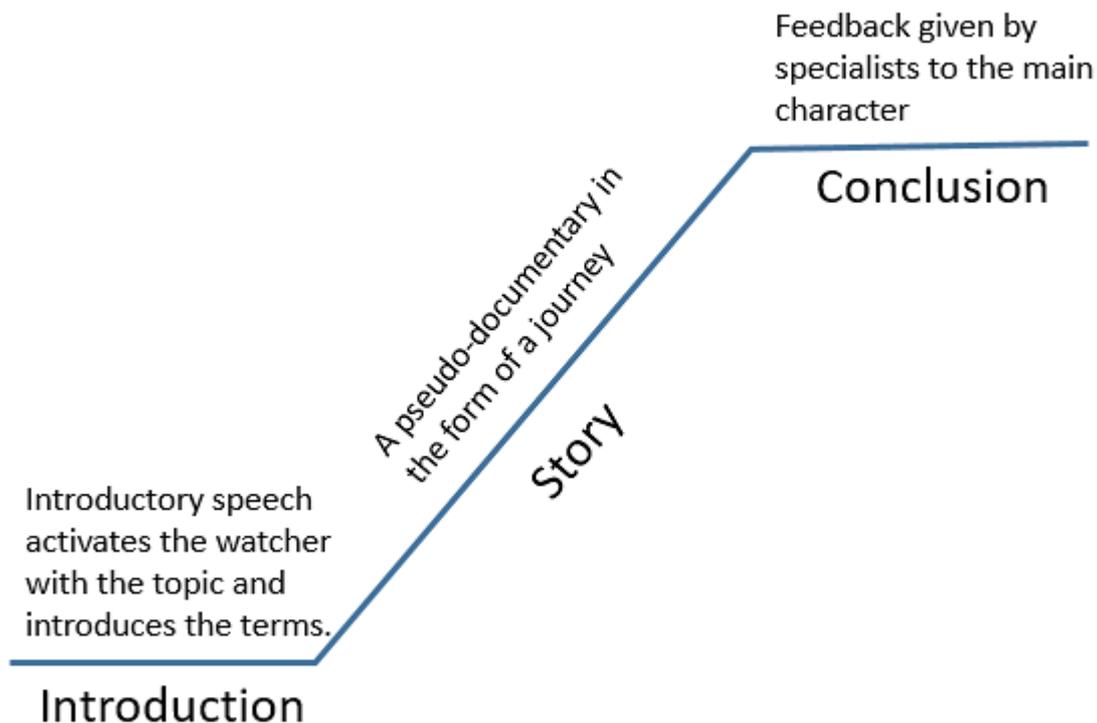
From a communicative perspective, understanding the message of the film and making it meaningful to the recipient are essential. Entertainment is a result of an emotional experience and prompts the watcher to continue receiving the message. A pedagogical purpose authorizes the film to be a professional and seriously prepared educational act, even if the realization can be entertaining and light-spirited. The film, being seriously prepared educational act, includes aspects of ethicality and pedagogical content closely combined.



THE PLOT STRUCTURE

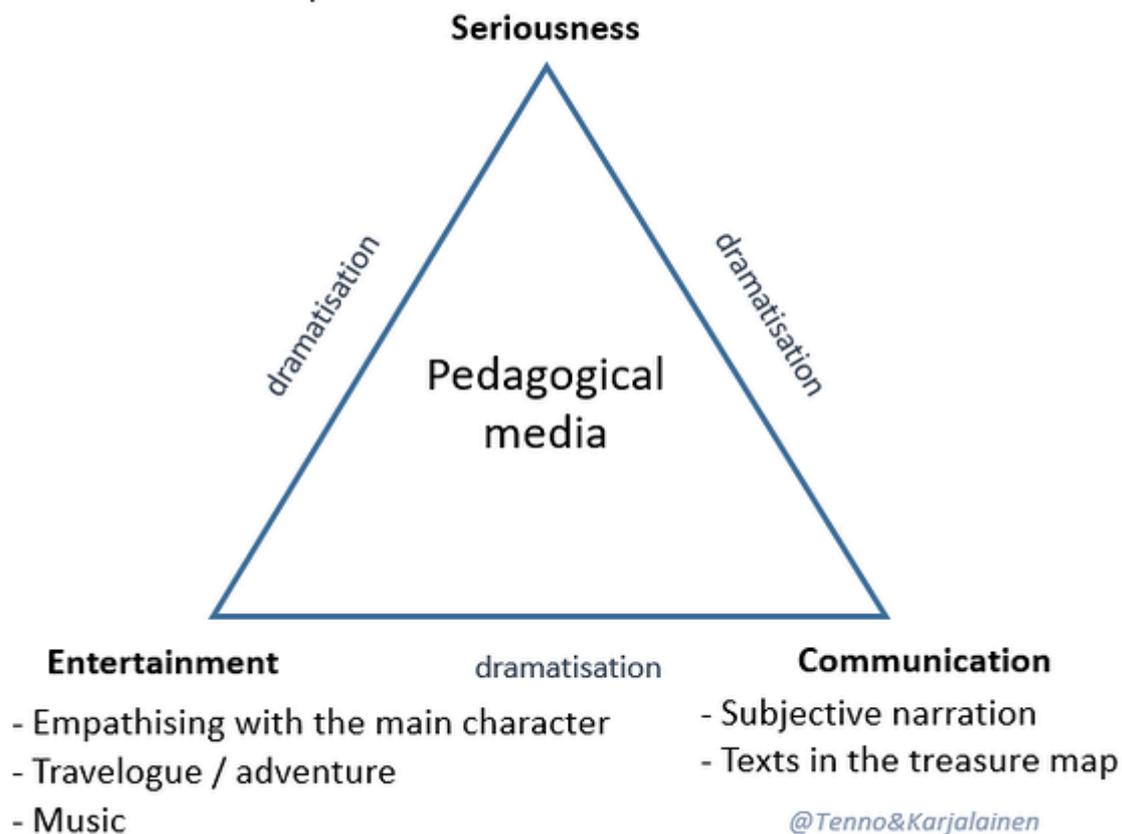
The plot structure of the educational film **consists of three parts**. The educational film begins and ends with a discussion by experts. The opening discussion is activating and introduces many new terms and approaches. In the concluding discussion, the experts evaluate the development of the teacher's pedagogical thinking. Pseudo-documentary middle part of the film is a story of a teacher's growth.

- Significant changes in pedagogical thinking occur in everyday life, as represented by the teacher's hiking hobby.
- The hiker is continuously moving towards a goal that seems reachable.
- There are numerous subplots coded into the film to help form these individual conceptions, such as the way in which the environment transforms into a more challenging one towards the end of the film.



DRAMATIZATION & SEC MODEL IN THE FILM

- Dramatization based in our SEC model.
 - By SEC model, **pedagogical narratives** must contain **Serious, Entertaining and Communicative elements**.
 - **Dramatization is used as a pedagogical and educational strategy.**
 - The different aspects of vocational pedagogy are connected by a simple and understandable metaphor about hiking, which is present in the film at two levels: as physical movement in the nature and as a reflective process moving towards understanding the concept of vocational pedagogy
 - The film seems like an authentic travel report but it is a pseudo-documentary dramatized storytelling, in other words fiction.
-
- Expert discussion in the beginning and in the end
 - The hiker's speeches



RESULTS

The study demonstrated that pedagogical media built to support teaching and learning facilitates the learning of information content and **affects the learning process**. The educational film had a clear effect on the students' **conceptions**.

What is the short-term pedagogical reception of the educational film *Discovering the Core of Vocational Pedagogy*?

The results are viewed using the classification by Hall (1973). The teacher trainees' conception of vocational pedagogy became more varied and broadened after watching the film. The changes in the conceptions were both qualitative and quantitative. Out of the viewers (N=23), 20 represented dominant reading (by pedagogical manuscript), and six of them also represented negotiated reception (applied perspective). Two viewers exclusively demonstrated negotiated reception. In the case of negotiated reception, vocational pedagogy was processed from a new point of view that was personally meaningful to the recipient. Oppositional reception was not detected.

The conceptions of vocational pedagogy before watching the educational film can be divided into three classes of interpretation:

- Vocational pedagogy is a teacher's everyday skills, a tool, or a method
- Vocational pedagogy can be defined using another commonly known pedagogical term
- At the centre of vocational pedagogy lies one's personal field of work and its significance to society

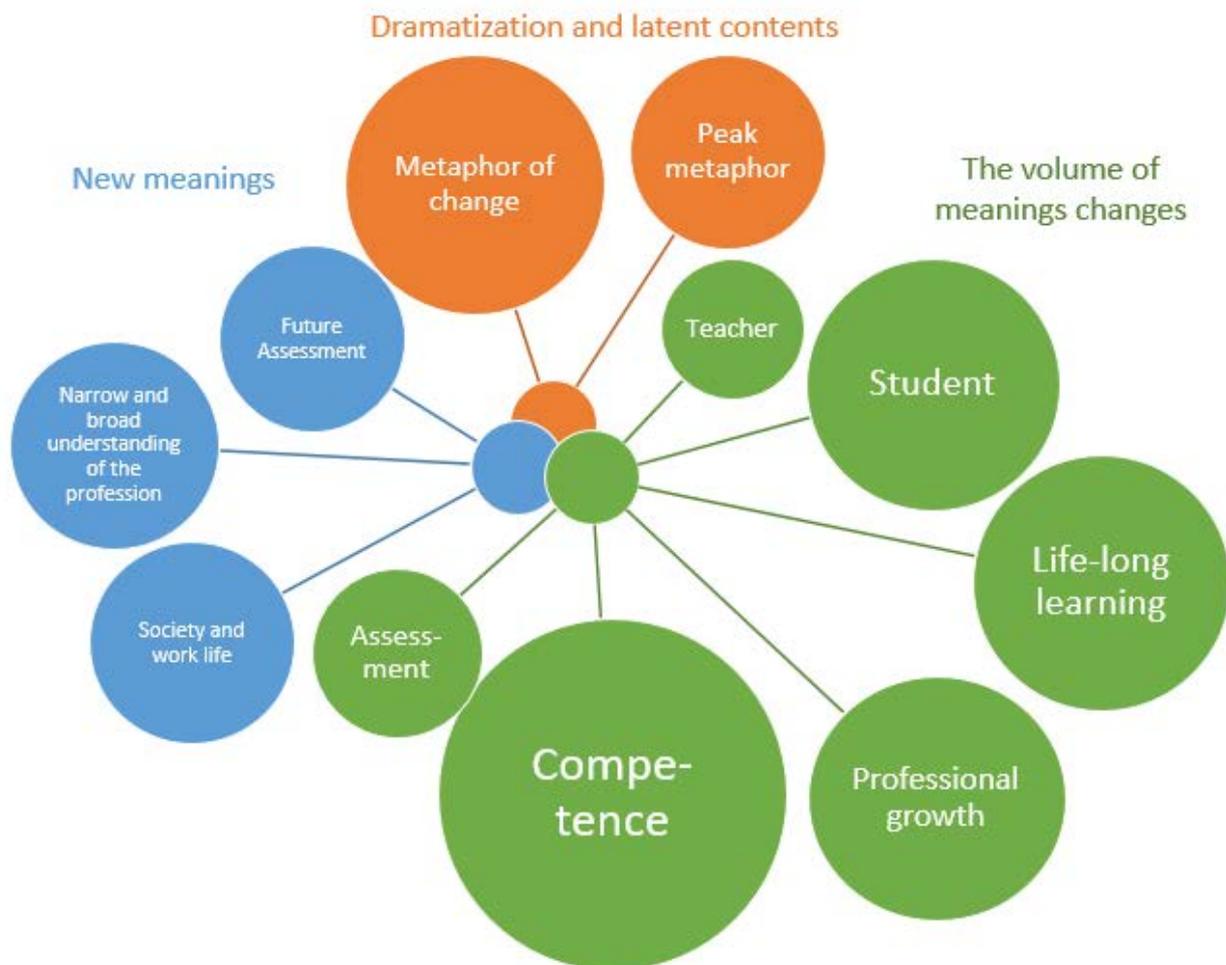
After watching the film, a number of new perspectives became visible in the definitions of vocational pedagogy.

- Understanding the societal significance of one's professional field
- Understanding the progressive nature of professional growth
- Competence must be constantly developed
- Education today results in the professionals of tomorrow
- Students are trained for the purposes of work life, meaning that the work life sets the goals for education
- Personalised studying methods are effective
- The difference between learning and competence
- Assessment guides the learning process
- The changing and increasing role of a teacher
- The student's own activeness and willingness to learn
- Understanding of the constant changes
- Using the term 'peak' in describing goal-oriented action

THE MEANING STRUCTURES IN THE RESEARCH DATA

How did the verbal expressions of the students change after watching the educational film?

What additional value does the dramatization used in the educational film provide for understanding the term vocational pedagogy?



DISCUSSION

Change in perspective may be **the result of watching the film**, but it may also be due to the fact that they were asked **to reflect on this topic** in the first place. It is also possible that factors other than the film affected the changes in the teacher trainees' conceptions during the course of the study.

⇒ In this case, whatever development was desired.

In the teaching movie, the concept of vocational pedagogy was built by verbalising the phenomenon using **multiple** points of view, in addition to the surrounding **nature**.

⇒ multi-channel approach is recommended

The **motion** in connection to the **sound** made the film a more vivid and realistic portrayal of life than a simple picture, because it appeared to be happening in this.

⇒ This solution is also recommended in the future. Metaphors and pseudo-documentary work well.

Some of the expressions used in the film were directly quoted in the students' answers.

⇒ The heard expressions are remembered. The spoken text is important.

The study demonstrated the great significance of the latent **metaphors** of the educational film to the development in the teacher trainees' conceptions

⇒ Do not say directly! Give the opportunity and time and the student realises the matter himself.



APPLICATION OF THE RESULTS

Since dramatic elements are present in all kinds of educational film productions, the writers of educational films should familiarise themselves considerably more with the basics of drama.

The **SEC** model could be used to get started with the designing process of an educational film, by answering the questions below from the perspective of the target group:

- Which informative content is to be transmitted through this film (seriousness)?
- What manner of expression transmits the information content in the best way possible (communication)?
- Which emotional content should the informative content be linked to (entertainment)?

The next step would be to compose a **plot structure** that helps in finding the essential plotline and in maintaining it throughout the pedagogical media.

