



# Empowered learning using video essays in a film studies course

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# Presentation plan

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## Developing an online interactive film course with CALL.

- Watching film together on zoom
  - And record presentations
  - Breakout rooms for group work
- Google quizzes
- Youtube video essays
- Flip grid presentations

# Literature Review



Heo, Y. (2006). Content-based instruction. *TESL Working Paper Series*, 4(2), 25-32.

Abdulrahman, T. (2018). TED Talks as listening teaching strategy in EAP classroom. *The Asian ESP Journal*, 14(6), 60-80.

Broadaway, R. (2012). Content-based instruction using Moodle: Teaching with TED Talks. *JALT CALL Journal*, 8(3), 211-231.

# Literature Review



- Why social justice issues?
  - Perez, M. & Jolley, K. (2020). Increasing awareness of marginalized communities with unstructured writing tasks and TEDx Talks. In S. Nomnian & K. Sakulprasertsri (Eds.), *Harmony in Diversity: ELT in Transcultural Society*, THAITESOL Conference Proceedings 2020 (pp. 211-22). Retrieved from <https://www.thailandtesol.org/upload/pdf/1592280069.pdf>
  - Jolley, K. & Perez, M. (2020). Exploring marginalised communities with online student portfolios using Google Drive and TEDx Talks. In K.-M. Frederiksen, S. Larsen, L. Bradley & S. Thouésny (Eds), *CALL for widening participation: short papers from EUROCALL 2020* (pp. 1-6). Research-publishing.net. <https://research-publishing.net/manuscript?10.14705/rpnet.2020.48.1179>
  - Haraldsson, A. & Wängnerud (2019). The effect of media sexism on women's political ambition: evidence from a worldwide study, *Feminist Media Studies*, 19:4, 525-541, DOI: 10.1080/14680777.2018.1468797

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# Course Plan



# Course Context

Course was delivered at two women's universities in Japan

1. “Foreign Film” Course at International English Department
  - a. Elective open to 2nd years and above
  - b. One 90 minute class per week for 15 weeks
  - c. Students ranged from A1 to B1, mostly lower levels
  - d. Generally “low motivation”
  - e. Delivered live via Zoom
  - f. Attendance issues
2. Third year seminar course: 英語プロフェッショナル演習
  - a. Research seminar (semi-elective course)
  - b. One 90 minute class per week for 15 weeks
  - c. Students are upper-intermediate (TOEIC: ~800) level; returning from semester abroad
  - d. Generally “highly motivated”
  - e. Delivered asynchronously via University's LMS; occasional short meetings on Zoom.
  - f. No real attendance issues

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## Covid Issues

1. Class delivered via zoom
2. Films shown via zoom
  - a. Not great for quality but most practical option
3. Assignments collected and assessed via google classroom
4. Group and pair work achieved via break out sessions
5. 1st semester so everyone very new to online learning
6. Teacher monitoring issues



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# Course Goals

The course had several goals:

- Raise student awareness of feminist film theory ideas
  - Give students methods to analyse the portrayals of women in media
  - Reevaluating movies through a feminist lense
- Promote student confidence in presenting on social issues in English
- Create tasks that would promote engaged use of English online
- Foster learner independence through LMS usage

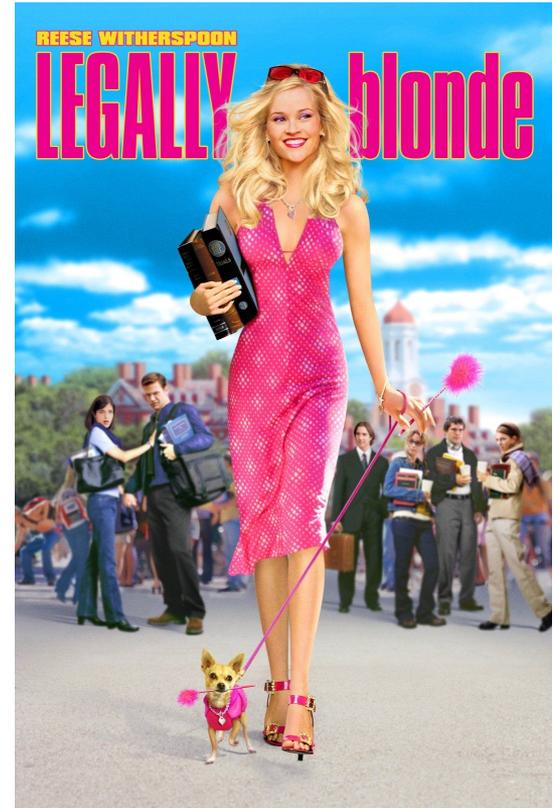
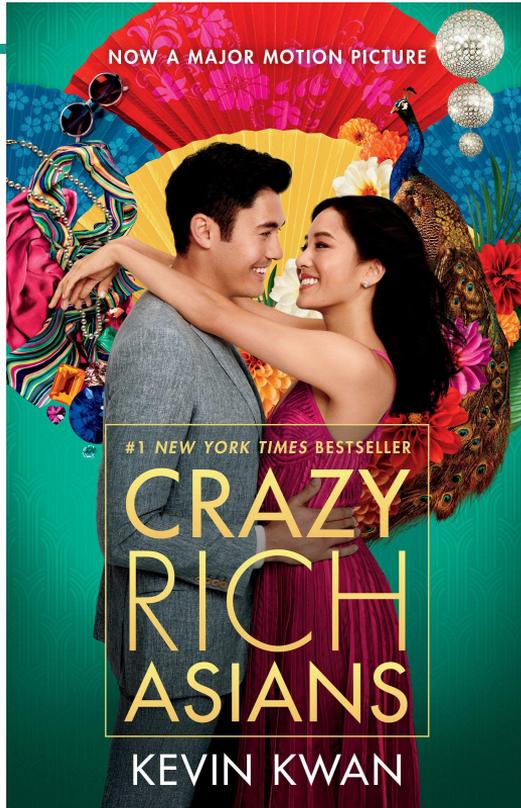


## Choice of films

- We looked for films with a femanist angle and multiple talking points
- But wanted happy, fun films
- Avoided serious films, chose more tropey, more obvious films
- Had to be readily available with Japanese subs
- Likely to have been watched by students before



## Films shown



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## Feminist film theories included in course

1. Common romantic movie tropes
2. Bechdel Test
3. 4 approaches to Writing women in films
4. Cultural significance and history of Pink
5. Pink Tax and Pink in advertising
6. The history of the dumb blonde
7. The Blonde Vs the Brunette
8. The Smurfette Principle
9. The Male Gaze



# Typical Lesson Plan/using google quizzes

1. Pre-questions designed to lead students in the direction we wanted.
2. Watch a video essay
3. Answer comprehension questions in groups
4. Return to pre-questions, discussion and reflection

## Legally Blonde and the History of the “Dumb Blonde”

What is your name and student number?

Your answer \_\_\_\_\_



When and where can we find the first "Dumb blonde" character?

Your answer \_\_\_\_\_

# Projects

- Students completed two projects
  - Group presentation on Crazy Rich Asians
  - Individual summation presentation on course content and Legally Blonde
  - Zoom collaboration
  - Collaborative writing



# Project 1

- Students were given a list of questions or could create their own
  - “Is Rachael a ‘strong’ character”, “What role does Astrid's story play in the film?” and “Cultural values - Rachael Vs Eleanor”
  - Over two classes students worked in break out sessions together
  - Presentations were completed in parts over flip grid
  - Students wrote individual essays after, summarizing their ideas
  - Flipgrid was vital to making this work

Discussion > Balka Movies Course > Crazy Rich Asians - Group

Jun 17, 2020

## Crazy Rich Asians - Group

11 responses • 286 views • 3 comments • 8.0 hours of engagement

post your presentation here!

The first person should post first.

The second person should reply to their post with their part

The third person should reply to the second

Join Code: [2685244e](#)

Share

Actions



### Responses (11)

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<input type="checkbox"/>	Actions	Name	Date	Comments	Feedback	
<input type="checkbox"/>		儀衣北 6 views	Jun 23, 2020	-	26/30	<a href="#">Active</a> <a href="#">Share</a> <a href="#">Actions</a>
<input type="checkbox"/>		紅心植 22 views	Jun 23, 2020	<a href="#">1 Comment</a>	29/30	<a href="#">Active</a> <a href="#">Share</a> <a href="#">Actions</a>
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<input type="checkbox"/>		瑞音與 16 views	Jun 20, 2020	-	25/30	<a href="#">Active</a> <a href="#">Share</a> <a href="#">Actions</a>
<input type="checkbox"/>		萌長	Jun 18, 2020	-	23/30	<a href="#">Active</a> <a href="#">Share</a> <a href="#">Actions</a>



## Project 2

- Final Project
- They had to film a presentation summarising all theory ideas and discuss them with respect to Legally Blonde
- A tight essay framework/rubric was provided
- Additional articles and sources were also provided
- Written drafts were reviewed and discussed with the teacher
- Students had to produce a poster and use it as a visual aid during the presentation

In your presentation mention these things:

1. Opening statement (30 seconds)
  - a. Discuss what you think we are trying to accomplish in this class by viewing and discussing films which highlight the experiences of women.
2. Describe the Bechdel Test (1.5 minutes)
  - a. What is the Bechdel Test?
  - b. What does it tell us about so many of the older movies that have been made and even many of the recent ones?
3. Discuss the activity "Writing Women" (1.5 minutes)
  - a. Describe what was discussed in the documentary.
  - b. What is the narrator of the documentary trying to teach us about so many of the movies that have been made up until now. According to the tone of the documentary, what needs to change (hint: Ladybird)?
4. Discuss the activities "Cultural significance of pink" (1 minute)
  - a. We watched three videos on different aspects of pink
    - i. Describe the history of pink as a feminin colour
    - ii. Describe how pink is used by movies and media
    - iii. Describe YOUR personal opinions on pink and how they changed
5. Discuss the activity "The history of the blonde bimbo" (1.5) minutes
  - a. Describe the blonde archetypes used in film
  - b. Discuss the blonde vs brunette trope and how it's used
6. Discuss the film "Legally Blonde" (1.5 minutes)
  - a. Tell a very short summary of what the film is about.
  - b. Does this movie pass the Bechdel test?
  - c. Discuss "Legally blonde" and the "Writing women" activity
  - d. Discuss Elle as a blonde and how the movie challenges our ideas
  - e. Discuss "Blonde philosophy" and the messages and ideas of this movie
  - f. Finally give your opinion of the movie, having analysed it from different perspectives
7. Closing remarks (30 seconds)

# Project 2

- 
- Watching yourself
- Self correction
- Editing and perfecting
- Weaker students watched peers to improve own presentation

The video displays a hand-drawn mind map titled "Women in Film". The central node is "Women in Film".

- Bechdel test**
  - ① At least two named women in the movie
  - ② They have to talk to each other
  - ③ The topic is not about men
- Writing women**
  - 4 types of characters
    - ① Genderless
    - ② in a man's world
    - ③ like a male hero
    - ④ normal woman / should be made more
  - First movie related to peers
  - Second movie: social music
  - Women's story
  - Marketing campaigns of children's clothes
- Pink**
  - Minnie Eisenhower
  - Marketing campaigns of children's clothes
- Blonde Bimbo**
  - ① Ice-cold blonde
  - ② Blonde bombshell
  - ③ Dumb blonde
  - Blonde = sexy, beautiful
  - Brunette = intelligent, serious
- Legally Blonde**
  - Elle Woods
  - Cheerful, pretty
  - Many girls long for her
  - Blonde philosophy
    - Look on the blonde side.
    - Treasure your mind & sisters.
    - Wear a smile.
    - Be smart.
    - Live passionately.

[Details](#)

[Feedback](#)

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[Closed Captions](#)

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# Course Evaluation - Survey

# Survey

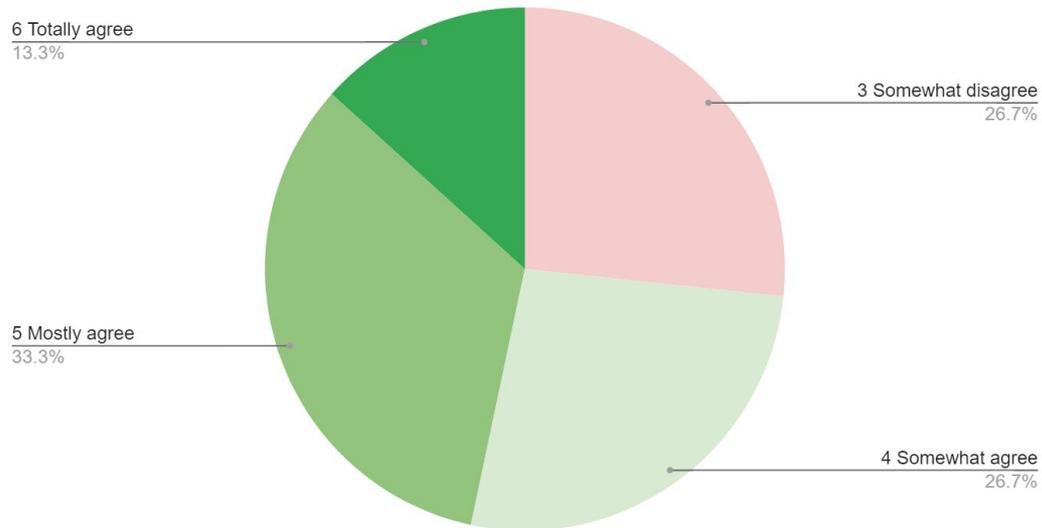
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- Post course anonymous survey (in Japanese)
- N = 15
- Asked students to agree or disagree with 6 statements
- Likert Scale -
  - 6 Total agreement;
  - 1 Total disagreement
- 6 Statements
  - **3 Content based**
  - **3 EFL based**



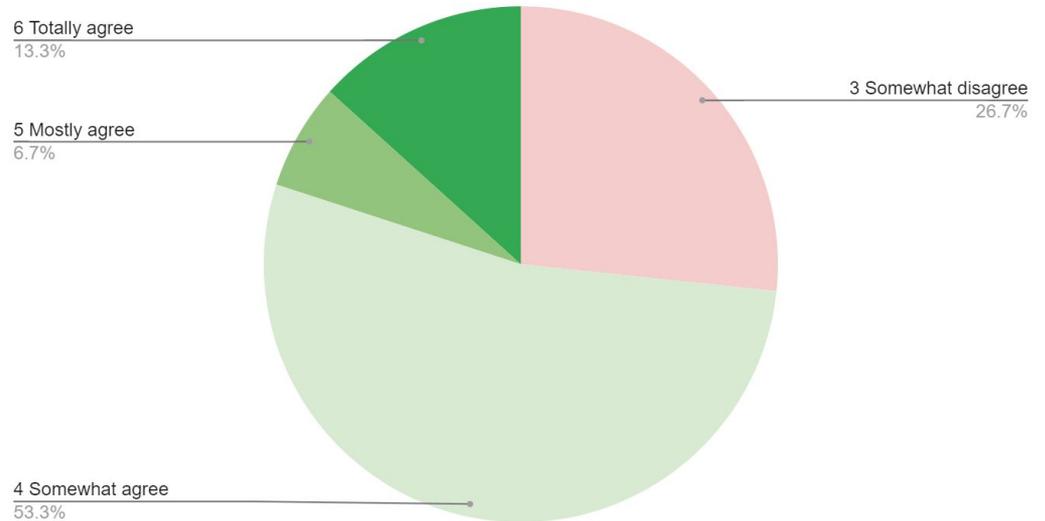
## By taking this course, I was able to learn more about the portrayal of women in movies.

	Number	%
All agrees	11	73.33%
All disagrees	4	26.67%
Average Score	4.33	



# What I have learned in this course will help me think more carefully about the movies I will watch in the future.

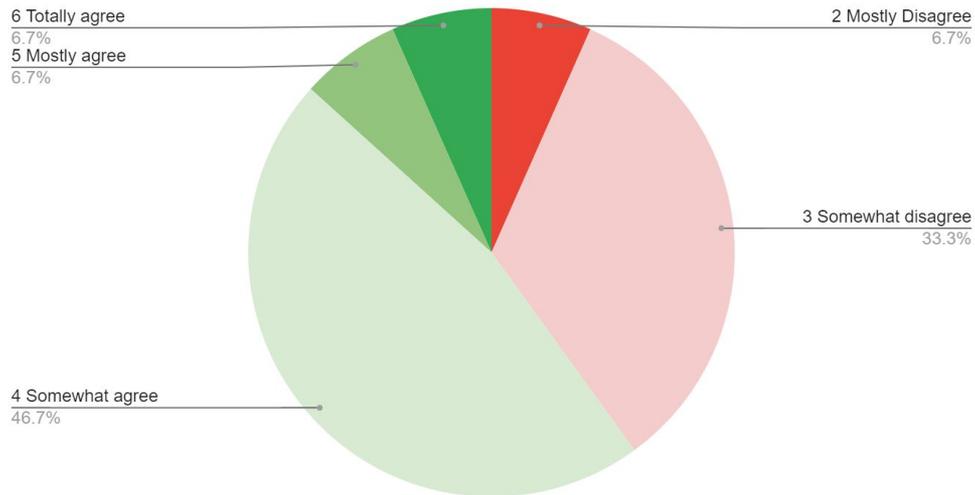
	Number	%
All agrees	11	73.33%
All disagrees	4	26.67%
Average Score	4	





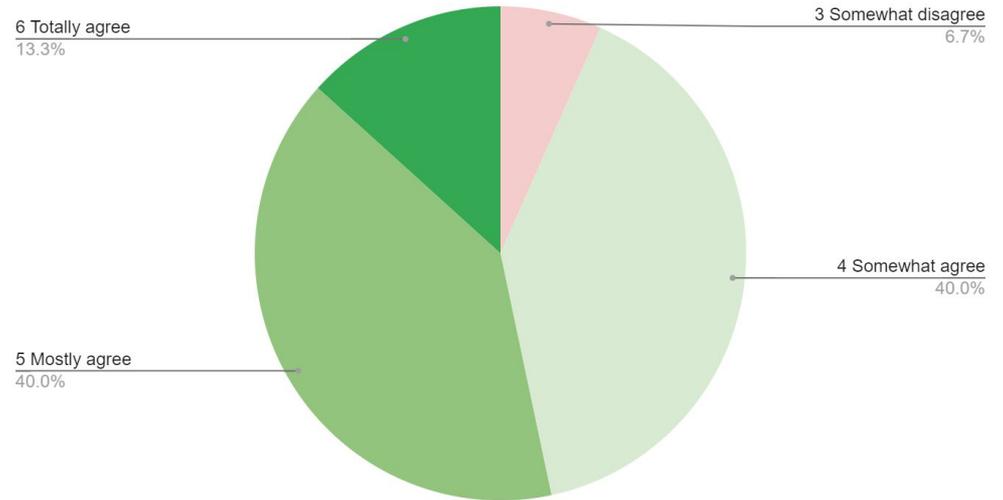
## I like learning about social issues in English.

	Number	%
All agrees	9	60.00%
All disagrees	6	40.00%
Average Score	3.73	



# I like to use movies as the basis for making presentations in English.

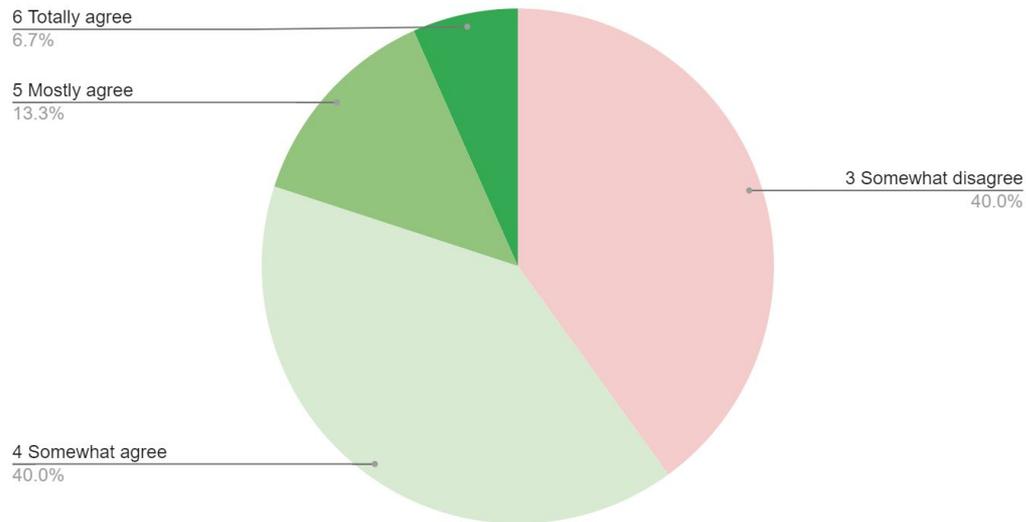
	Number	%
All agrees	14	93.33%
All disagrees	1	6.67%
Average Score	5	





## I think this course helped me to train my listening skills.

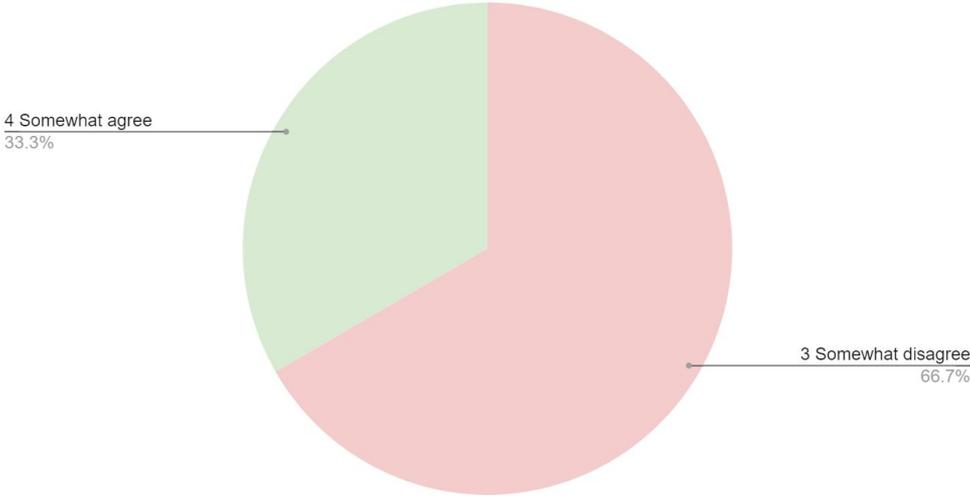
	Number	%
All agrees	9	60.00%
All disagrees	6	40.00%
Average Score	3.87	





# I think this course helped me to improve my speaking ability.

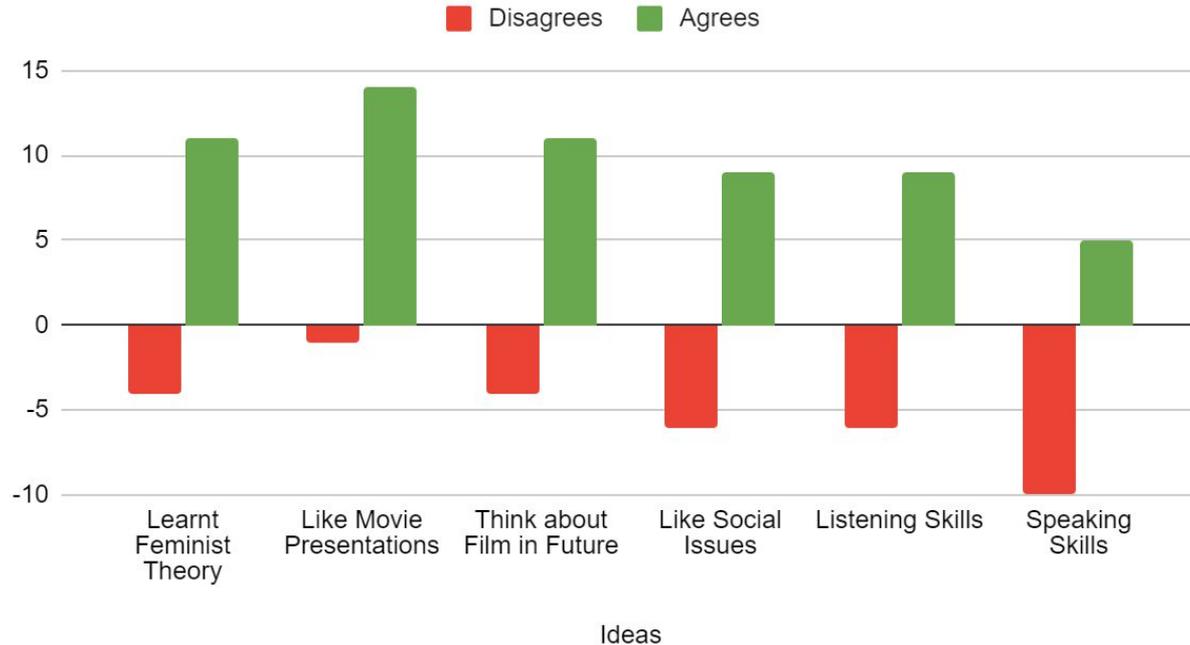
	Number	%
All agrees	5	33.33%
All disagrees	10	66.67%
Average Score	3.33	



# Comparing the results



## Disagrees and Agrees



# Summary of Advantages of Tech

- Flipgrid
  - Start/stop and editing
  - Reviewing and self correction
  - Peer Viewing (up to 60 views)
  - Smart phone
  - Google classroom integration
- Zoom
  - Watching film “together”
  - Private Break out rooms
  - File sharing
  - Group listening
- Youtube
  - Visual lectures with clips and images
  - Start/stop/repeat at own pace
  - Variety of accents/Englishes
  - Slow speed/subs options
- Google forms quiz activities
  - Self-marking - immediate results
  - Online worksheets
  - Variety of question forms





# Questions from the Audience

— **ありがとうございました！**

