FILM BASED INSTRUCTION (FBI)

3.1   Introduction

The last two decades have witnessed a revolution caused by the rapid development of Information and Communication Technology (ICT). ICT has changed the dynamics of educational methods as well as influenced the way people interact and work in the society. Education is the driving force of economic and social development in any country considering this, it is necessary to find ways to make education of good quality, accessible and affordable to all, using the latest technology available. Technological devices have the potential to remove the barriers that are causing the problems of low rate of education in any country.

Many institutions operate in a match box kind of campus, where focus is only on mugging up the text book matter. These students are incapable of handling any real life situations. Everyone knows that our school system in general gives the basic reading, writing, arithmetic and science skills needed to be competitive in the high-tech work force of the upcoming generation. But there are much more to life than those basic subjects for adaptive behavior, the life skills, which enable individuals to deal effectively with the demands and challenges of everyday life. Society is looking towards individuals who will contribute to its growth and development.

In the post-modern era, where technology is accessible to almost everyone and where students are more technology savvy, we must acknowledge that technology should be used as a means and not as an end from the point of view of teaching and learning process.

Film scenes and video clippings offer a visual portrayal of various skills which play a significant role in one's success in life. They provide a familiar attention-capturing visual medium to engage the student and encourage retention. Films can be easily adapted for classroom use to increase student involvement, promote critical thinking and analytical skills and aid assimilation of values. Film based assignments also have the advantage of being viewed as enjoyable and valuable by students which can impact teaching evaluation. Teaching using videos and films is an efficacious way for empowering the youth to act responsibly, take initiative and take control.

Goel and Goel (2005) conducted a study in the field of value education and revealed that education system at present is not congenial to value promotion among students. Lecturing on values by teachers does not transact values effectively and students are in need of new strategies of values transaction. This is the case with life skills also.

It is an assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to antisocial or high risk behaviours. Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with managing their lives in a healthy and productive manner.

Film Based Instruction is a means of interactive and flexible instruction medium. The use of films and videos provides educators with a valuable tool for presenting information as learners are able to benefit from the powerful images being presented before. The value of film implementation is multifaceted. Movies and Videos may be used in their entirety or just selected scenes. The assumption of Film Based Instruction is film viewers have the ability to actively participate in the images to which motivation by multitude of responses. The uniqueness of movies coupled with their ability to depict

reality in a form which differs from typical human understanding, allows children to visualize and catch values and life skills presented.

FBI as a method of life skills education builds upon the social learning theory and or what we know of how young people learn from their environment from observing how others behave and what consequences arise from behavior. It is a participatory learning using four basic components.

1) Practical Activities
2) Feed back and reflection
3) Consolidation
4) Practical application to day today life challenges.

Film materials provide a unique opportunity to present, teach and internalize authentic information, linguistic, cultural and visual – about many topics. As educators, our aim is to get students energized and engaged in the hands on learning process and films and video clippings generate a much greater amount of interest and enjoyment than the more traditional printed materials. The high production quality of these films & videos present strong effects in a short time.

Most films and videos offer powerful experiences that students are unlikely to have in a classroom. Film clippings are a comfortable familiar medium that keep student interest is various life skills under discussion. They can see these skills in action and easily imbibed. By understanding this potential value of movies, educators can make use of this learning tool which can aid students is incorporating life skills.

3.2   Theoretical Background of Film Based Instruction

The belief that humans learn by observing others goes back at last to such early Greeks as Plato and Aristotle. For them, education was, to a large extent, selecting the best models for presentation to students so that the model's qualities may be observed and emulated. Through the centuries, observational learning was taken for granted and usually explained by postulating a natural tendency for humans to imitate what they see others do.

A number of learning theories, such as classical conditioning and operant conditioning that emphasize how direct experience, reinforcement, or punishment lead to learning. However a great deal of learning happens indirectly. For example, think of how a child watches his parents wave at one another and then imitates these actions himself. A tremendous amount of learning happens through this process of watching and imitating others. In psychology this is known as observational learning.

3.2.1 Observational Learning –Bandura's Explanation

Observational learning is sometimes also referred to as shaping, modeling and vicarious reinforcement. While it can take place at any point in life, it tends to be the most common during childhood as children learn from the authority figures and peers in their lives. It also plays an important role in the socialization process, as children learn how to behave and respond to others by observing how their parents and other care giver interact with each other and with other people.

Observational learning can be a powerful learning tool. When we think about the concept of learning, we often talk about direct instruction or methods that rely on reinforcement and punishment. But a great deal of learning takes place much more subtly and relies on watching the people around us and modeling their actions. This learning method can be applied in a wide range of settings including job training, education, counseling and psychotherapy. (Anderson & Dill,2000)

Zentall (2003) suggests that observational learning in non humans is a complex phenomenon that is neither reflective (instinctive) behaviour nor simple imitation. They are able to maintain some sort of cognitive representation of behavior performed by a demonstrator. According to Bandura, what we learned is information, which was processed cognitively and acted on in a way that was advantageous. Observational learning, therefore, is much more complex than simple imitation, which usually involves mimicking another person's actions.

Bandura (1986) lists four processes that influence observational learning.

3.2.1.1 Attentional process

Before something can be learned from a model, the model must be attended to. Bandura thought learning to be an ongoing process, but he points out that only what is observed can be learned. What determines what is noticed in observational learning? First a person's sensory capacities will influence the attentional process. Obviously, the modeling stimuli used to teach a blind or deaf person will need to be different from those used to teach a person with normal sight or hearing. An observer's selective attention can be influenced by past reinforcement. Prior reinforcements can create a perceptual set in the observer that will influence future observations.

Various characteristics of model will affect the extent to which they are attended to. Research has demonstrated that models will be attended to more often if they are similar to the observer (i.e. same sex, age etc), are respected, have high status, have demonstrated high competence, are thought of as powerful, and are attractive. In general people pay attention to models reputed to be effective and ignore those who, by appearance or reputation, are presumed to be ineffectual. Given the choice, people are more likely to select models who are proficient at producing good outcomes than those who repeatedly get punished.

3.2.1.2 Retentional process

For information gained form observation to be useful, it must be retained. In the retentional process, the information is stored symbolically in two ways, imaginably and verbally. The imaginably stored symbols are actual stored pictures of the modeled experience, which can be retrieved and acted on long after the observational learning has

taken place. Here the behavior is governed by a cognitive map, which is the mental representation of prior experiences in a given situation. Once the information is stored cognitively, it can be retrieved covertly, rehearsed, and strengthened long after the observational learning has taken place. "It is the advance capacity for symbolization that enables humans to learn much of their behavior by observation" (Bandura, 1986). These stored symbols make delayed modeling possible -that is, the ability to utilize information long after it has been observed.

3.2.1.3 Behavioural Production Process

Behavioural production process determines the extent to which that has been leaned is translated into performance. One may learn a great deal cognitively but be unable to translate that information into behaviours for a variety of reasons. Bandura maintains that even if one is equipped with all the physical apparatus to make appropriate responses, a period of cognitive rehearsal is necessary before an observer's behaviour can match that of a model. The symbols retained from a modeling experience act as a template with which one's actions are compared. During this rehearsal process, individuals observe their own behavior and compare it with their cognitive representation of the modeled experience. Any observed discrepancies between one's own behavior and the memory of the model's behavior trigger corrective action. This process continues until there is an acceptable match between the observer's behavior and the model's behavior. Thus symbolic retention of a modeling experience creates a "feedback" loop that can be used to gradually match one's behavior with that of a model by utilizing self observation and self correction.

3.2.1.4 Motivational Processes

In Bandura's theory, reinforcement has two major functions. First, it creates an expectation in observers that if they act like a model who has been seen being reinforced for certain activities, they will be reinforced also. Second, it acts as an incentive for translating learning into performance. Both functions of reinforcement are informational. One function creates an expectancy in observers that if they act in a certain way in a certain

situation, they are likely to be reinforced. The other function, the motivational processes, provides a motive for utilizing what has been learned.

Bandura believes that we can learn as much from vicarious experiences as from observing the consequences of our behavior. In observational learning a model is anything that conveys information. Hence news papers, television, video clippings, and motion pictures act as models from which we can learn a great deal. Reciprocal determinism proposed by Bandura states that there is a constant interactions among the environment, the behavior, and the person. Most of the information we gain comes from our interactions with other people. Because of its emphasis on such cognitive processes as language and memory, its effectiveness as a guide in psychotherapeutic practices, its implications for child rearing and educational practices and its ability to stimulate new lines of research.

To use observational learning effectively in the classroom, the teacher must take into consideration the attentional, retentional, motor and motivational processes of each student with these things in mind, films, television, slides, film clippings etc can be used to effectively model a wide variety of educational experiences.

3.3 Matrix of Film Based Instruction

Step 1: Pre viewing task

Previewing makes the material of the video segment or film more readily accessible to the learner by :

- ♦ Introducing new concepts before the first viewing of the segment
- ♦ Providing background information to help the learner develop native-like schemata or "prior text" to understand video material.
- ♦ Allowing the learner to apply native language strategies to new material
- ♦ Preparing the learner to comprehend the material without giving away the "punch" of the segment.

Step 2: Task viewing /While viewing task

Task viewing guides the learner in peeling away the various layers of the video segment, to discover and master the concepts, life skills, emotional impacts and cultural material contained in it. Task viewing involves:

- Having students view and review the video material in order to solve the assigned task.
- Focusing the learner's attention on relevant elements in the segment.
- Organizing and structuring the viewing to make the material memorable and relevant, not testing his/her memory
- Maintaining the integrity of the original segment.

The life experiences or memories associated with videos /films will function as a platform for further life skill acquisition of the individual. While watching the videos, teachers have to arrange activities that will make students judge the situations, make their own appraisal, detecting the right and wrong, monitoring and judging their own activities and words and soon.

Step 3: Follow up

Follow up activities help the learner understand the broader application of the materials covered in the segment by

- Adding to or building on the layers of information presented in the video or film.
- Extending the frame of usage of the material already learned.
- Providing additional material to complete or supplement the portrait created by the video material.
- A sharing session, storytelling and life experience based extempore speech or exploring the experiences.

Discussions based on videos or films with life skills embodied situations, illustrating the life experiences from films, finding virtues from them, placing the proverbs through discussions etc. help to accommodate life skills. Positive criticism or advice should be followed in this activity. Retrieving and analyzing all these experiences,

situations words and even a minor incident will promote life skill development and will potentially make the individual able to identify his/her position in the life skill perception.

Learning happens and knowledge is generated is an environment where interaction between teachers, students and the content takes place in interactive ways. Researches around the world also suggest that we remember 20% of what we hear, 30% of what we see, 50% of what we see and hear and 90% of what we see, hear and do. (Ahmad, 2009)

3.4   Sample Lesson Plan

FILM: A SCENE FROM MANIKYAKALLU (Malayalam Movie)

Topic: **MOTIVATION**

This is a Malayalam film which emphasizes the importance of a teacher in motivating students and developing their self confidence. In the prescribed scene, a student draws a cartoon, which ridicules the teacher. The approach of the teacher in the situation gives an idea regarding the topic motivation.

Step 1   Pre viewing Task

In this step, the teacher asks the students to list some of the incidents which motivated them in their school classes and gives the following questions.

➢ Who were the motivators?

➢ How does the incidents influenced them in their lives?

Step 2 Task Viewing/ While Viewing Task

Here the film clipping of the scene from the Malayalam film '**Manikyakallu**' is shown.While watching the clipping, they observe the incident mentioned in the 1st step.

In the middle they are asked to write down their own reaction in the situation assuming that:

➢ You are the teacher in that class.

➢ You are a student in the class.

➢ You are the student who draws the cartoon.

At the end of the Task viewing segment the students watch and review the video till the end and analyze how the scene ends.

Step 3 Follow up:

Here each student analyzes the reaction expressed in the assumed situation. Discussions are made and the teacher educands understand how a teacher acts as a motivator in common class rooms.

Following assignments are also given:

➢ Write down the ways to motivate the children in the classroom.

➢ What are the major roles of a teacher?