



# Scholarship of Excellence in Teaching Fellowship

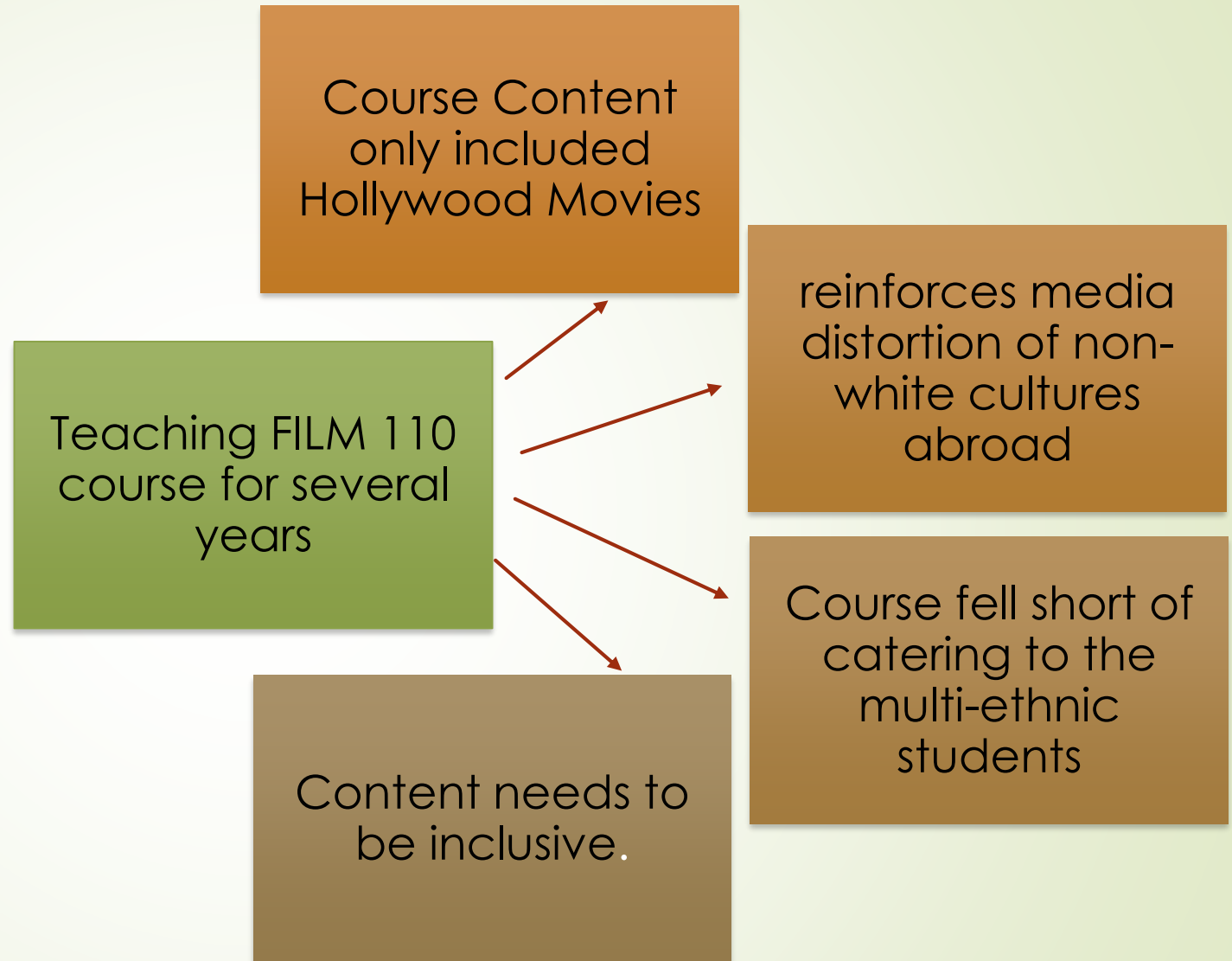


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Visual and Performing Arts – TP/SS & GT



# Problem Identified



# What I Made Students Do

Students were required to get together each week to select a film for the following week.

Students searched through relevant websites in locating films that they could identify and relate to.

Students made sure the movies had subtitles

Students selected the films that reflected their cultures and represented their countries.

In selecting the film each student consulted with other students to see if most of the class approved of the selection.

This resulted in many interesting conversations and friendships. (beyond being Zoom mates)

Students watched movies from Korea, Japan, Mexico, France, India, Ireland.

Students discussed the movies and used Discord to watch the movies.

# Students Comments On Inclusiveness



In addition to finding globalization being effective, students also felt good about the inclusiveness.

Emily - Since big Hollywood films tend to be about making money more than filmmaking, I was excited to watch examples of cinematic work from other countries and artists.

Ian - I was included in decision-making in our class because we would all share our input on what films we wanted to watch and were able to vote to find something everyone was happy with.

Nadia – I was included in decision-making in our class because we would all share our input on what films we wanted to watch and were able to vote in order to find something everyone was happy with.

# What I Did

As a proponent of active learning, I used varied methods to encourage interaction and collaboration

Encouraged students to take the initiative in researching and identifying films that represent their countries or cultures.

Guided their discussions on different cultures and practices.

Steered their perspectives while breaking stereotypical notions on other cultures.

Instilled a global approach and helped promote camaraderie.

Made sure that the movies chosen are within the educational institutions limit

Gave assignments that focused on media distortion and understanding stereotypes in films.

# Quote That Relates To My Strategy

- ▶ Student Engagement Techniques – Elizabeth Barkley and Claire Major

P.19: It's about seeing teaching as a human enterprise where your connection to your students, their connection to you, and their connection to each other are at the core. This implies a deliberate effort to learn about students (their names, their backgrounds, etc.), to get to know them and to try as best as you can to understand what is going on in their lives that might be enabling or impeding their learning.

- ▶ By using films from the students' cultures, I felt I was enabling their learning, not impeding it.



- ▶ Creating Wicked Students – Paul Hanstedt  
Pages 8-9 – When we ask students to practice authority – to take responsibility for course content, to be something of an expert rather than a passive recipient of the content – we are asking them to engage in a practice that will deepen their learning making it longer lasting and easier to recall.
- ▶ By requiring that students choose the films from their cultures,
  - ▶ I increased students' agency and required them to be “something of an expert rather than a passive recipient,” which deepened their understanding of globalization and media distortion.

## Quote That Relates To My Strategy



# Assessment of Strategy

- ▶ Survey
- ▶ I posted a 10-question survey worth 10 points on Blackboard. Students took the survey a week before their final week of the semester.





# Globalization: Students' Thoughts on Strategy

- ▶ Catarina - Globalization is important because MC has a diverse community. If education becomes globalized many people will learn about different countries and cultures. This will lead to a world where people are exposed to other kinds of people at a young age and would promote inclusivity.
- ▶ Francesco - The global approach to the course has increased my interest in this class because I like learning about other people's cultures and customs. It's interesting to see different mannerisms in different countries and I think the film is a great way for people to see and be informed of what's respectful and what isn't.
- ▶ Ian - The global approach to this class has been beneficial to me. It has exposed me to films I ordinarily would not have watched and broadened my view of the world.

- ▶ Jose - The global approach to this course has bettered my interest in the class. Having an open mind when watching movies is a good thing. We have watched a lot of different films from around the globe, I am happy we did not watch a lot of typical Hollywood stuff.
- ▶ Kaylee - With increased diversity of thought, culture, and knowledge, students at MC can learn more about the real world around them and benefit from such changes.
- ▶ Timothy – I watched a film I would never have seen except I saw it in this class. The film “Roma” is a Netflix film shot in Mexico by Alfonso Cuarón. It opened my mind and sparked an interest in other Mexican films.
- ▶ Francisco - At MC we have a high percent rate of students that are minorities or people of color. The global approach allows students to share their different cultures and increase the flow of creativity.

## Globalization: Students' Thoughts on Strategy

# Impact on Students

Students chatting with each other outside of class increased camaraderie

Students' attendance and participation in class have significantly improved

Retention rate went up

Every semester, there will be 2 or 3 students out of 25 who wouldn't show up the last few weeks and would fail the class.

This semester though I had one student disappear on me the third week, there was 100 per cent pass.

- ▶ On Day one, I will
  - ▶ Ask students where they and their parents are from.
  - ▶ If any culture outside of the US interests them
  - ▶ Educate them about media distortion
  - ▶ Help in identifying stereotypes in movies

## **What I would Do Differently**

- ▶ Globalization and all the techniques or strategies that I applied in getting students to invest in-class time.

**What I'd  
Continue**



# What I learnt about Teaching

A course must be inclusive.

Course content must be sensitive to the student population.

SET opened my eyes - change the nationalistic approach to that of globalization.

This strategy enhanced my teaching as it promoted greater understanding and appreciation for other cultures.

- ▶ Students like involvement
- ▶ Students like democracy.
- ▶ Globalization engaged them more, enhanced participation and promoted camaraderie, retention, and students' success.

## **What I learnt about My Students**

# SET Experience



Fellowship - win-win situation for faculty and students as we both reap the benefits.



It strengthened my students' ability to think independently and work together



Though drawn from different disciplines, I witnessed a high level of camaraderie among the members of my cohort.



My peers instilled a sense of belonging to the group.