A study on the class of education that builds students’ character through films –Classes at the University of Liberal Arts–

Deokman Kim
University of Baekseok

영화를 통한 인성교육수업연구
-대학교양수업 중심으로-

김덕만
백석대학교

Abstract The purpose of this study is to use films character education lessons to be enabled. For this study an experiment was conducted with students to character education lessons in the University of Baekseok. It was to observe whether the student's satisfaction with the questionnaire in the last lesson of character education. Observations of character education with film are very effective for University students. Therefore, this paper is to share the following results. First, this study is a model of teaching character education through film that would be proposed. Second, using film character education lessons will be conducted in a real university. Thus, the satisfaction of students will be examined. Third, using film to demonstrate the effectiveness of character education classes would be. Finally, the use of film in teaching character education curriculum according to the character would be proposed.

Key Words : Film, Character education, the University of Liberal Arts, Personality, Teaching method.

요 약 이 연구의 목적은 영화를 사용하여 인성교육수업을 활성화 하는데 있다. 이 연구를 위해 백석대학교 학생들에게 영화를 통한 인성교육 수업을 진행하였으며 마지막 수업에 설문지를 갖고 학생들의 인성교육수업의 만족도 여부를 관찰하였다. 관찰 결과는 영화를 통한 인성교육수업이 학생들에게 매우 효과적임을 나타내고 있다. 따라서 이 논문을 통해 다음의 내용들을 나누고자 한다. 본 논문은 첫째, 영화로 시도하는 인성교육 교수법을 제시하고, 둘째, 영화를 이용한 인성교육 수업을 실제로 대학에서 실행하여 학생들의 만족도를 조사하였으며, 셋째, 성품교육 수업의 효율성이 입증되도록 영화사용을 하여, 끝으로 성품에 따라 영화인성교육과정 교수법을 제안하고자 한다.

주제어 : 영화, 인성교육, 대학교양수업, 성품, 교수법.
1. Research Overview

1.1 The purpose of the study
The purpose of this study is to utilize an integrated model of character education by using a film which has relevance and by using the professor’s interpretation for university students and to find out educational efficiency and the satisfaction of students in Korea[1].

1.2 The target and the period of study
An experiment was conducted with 260 students divided into 8 classes of liberal arts which is called "Character education lessons" in the first grade of Baekseok University. The length of this study was during a 15 week period 27th Aug, 2013 to 19th Dec, 2013. This study was carried out during the 15-week course, 3 weeks for lecture only, 3 weeks for the PPT and lecture only, 3 weeks for film only, 5 weeks for film and lecture only and one week for survey. Based on the data, the results of the study are listed below. The survey along with the work showed that students’ interest and expectation on improving their character ability were fairly high. After the lesson, learners improved character ability to handle problems in a variety of situations[2]. The outcome was that the experimental class in which the students needed to participate in actively had a higher student concentration rate than that of the controlled class in which students used only a text book, lecture and PPT only. It was shown that the suggested model using a film increased the learner’s motivation, interest, and desire in the classroom[3].

1.3 Research methods
The experimental group that took the classes by using a film which had relevance showed more positive results in their satisfaction than the control group’s by not using a film. In order to demonstrate the efficiency of the model for character education lessons by using a film, learner’s satisfaction were analyzed through independent sample t-test. After the class, the p-value of the experimental group was lower than 0.5. This meaningful figure was used to explain the learning effects in the experimental group. As a result, character education lessons by using film in the classroom helps to arouse students’ interest and motivations. It offers lots of opportunities to have vicarious cultural experiences for students in various situations, so they could remember the contents they learned for a long time. Using films in the classroom evenly promotes character ability.

2. Character education lessons by using films.
2.1 Select of appropriate film in character education.
2.1.1 Movie scenes are motivated enough to give must be the proper stimulation.
2.1.2 The subject is supposed to be a realistic and reliable and should be touched if possible.
2.1.3 The length of the film it is advisable for 25 minutes and, if possible, be divided into three parts: 8 minutes apiece.
2.1.4 Learners should be able to attract the attention and interest of.
2.1.5 The film must be appropriate to the level of the learner experience film[4].

2.2 Used films
2.2.1 Charlie and the Chocolate Factory, 2005.
2.2.2 Billy Elliot, 2000.
2.2.3 Fly away home, 1996.
2.2.4 Click, 2006.
2.2.5 Source Code, 2011.
2.2.6 August Rush, 2007.
2.3 Examples of the use of the film at the classroom (Click, 2006)[5].

2.3.1 1CD 14: 20 – 20: 07 Powerful remote control.
A wise person is someone who knows the value of time.

2.3.2 2CD 32: 38–38: 24 The son of the marriage, wife’s remarriage and heart attack.
The memory will be lost in time.

2.3.3 2CD 38: 25–44: 26 The importance of family.
You should not miss the priority of time.

2.4 The film episode and lessons plans in film “Click”

(Table 1) The movie episode and lessons plans in film “Click”[6].

| Episode Title | Time (film+Lecture) | Content of film |
|---------------|---------------------|-----------------|
| 1 A wise person | 6min+8min. | Powerful remote control |
| 2 Real happiness | 6min+8min. | The son of the marriage & heart attack |
| 3 The priority | 6min+8min | The importance of family |

3. Survey results

Period of this study was from August 27, 2013 to December 19, 2013, was for a total of 15 weeks. The questionnaire was used for the following questions, the results of the study are as follows.

(Table 2) Questions for effective character education classes in film[7].

1. "When you heard the lecture without the film in your character education lessons, what about your satisfaction?"
   1) Very Satisfied 2) Satisfied 3) Usually 4) Dissatisfied 5) Very Dissatisfied

2. "When you heard the lecture with PPT without the film in your character education lessons, what about your satisfaction?"
   1) Very Satisfied 2) Satisfied 3) Usually 4) Dissatisfied 5) Very Dissatisfied

3. "When you see only film without interpretation in your character education lessons, what about your satisfaction?"
   1) Very Satisfied 2) Satisfied 3) Usually 4) Dissatisfied 5) Very Dissatisfied

4. "When you heard the lecture with film in your character education lessons, what about your satisfaction?"
   1) Very Satisfied 2) Satisfied 3) Usually 4) Dissatisfied 5) Very Dissatisfied

5. "What is the most important things in your character education lessons by using film?"
   1) Select of film 2) Interpretation of professor about films 3) Concentration of students 4) Etc.

3.1 Lecture only

This question is like this, “When you heard the lecture without the film in your character education lessons, what about your satisfaction?”

(Fig. 1) Students satisfaction (Lecture only without film)
영화를 통한 인성교육수업연구 –대학교양수업 중심으로-

In the case of the first question, the students’ satisfaction is fairly low. This reflects the lecture itself is not the most important thing in the character education. The answer to this question is informed that character education is to be made through something other than a lecture[8]. How to simply lecture in character education does not so efficient[9]. The only lesson that is not efficient in character education. Therefore, different teaching methods should be considered for effective character education. It looked to consider the following questions.

3.2 PPT & Lecture only

This question is like this, “When you heard the lecture with PPT without the film in your character education lessons, what about your satisfaction?” The result is as follows.

3.3 Film only

This question is like this, “When you see only film without interpretation in your character education lessons, what about your satisfaction?” The result is as follows.

3.4 Film & Lecture

This question is like this, “When you heard the lecture with film in your character education lessons, what about your satisfaction?” The result is as follows.
Student satisfaction in the fourth question is very high. This means that satisfaction is highest when the professor teaches film and its interpretation to the students together[12]. This proves that the professor is to get the best effect for students when talking with the film and its interpretation. How to teach with films and lectures will be that indicates that it can be a good model in character education[13].

3.5 Needs of students
This question is like this, “What is the most important things in your character education lessons by using film? The result is as follows.

The last question in the survey has given us an interesting fact. It’s what students think the most important in character education with film was just training film with interpretation of the professor. Therefore it is most needed in the character education can be said description and interpretation of the professor, not just films. Effective character education is that it appears to have good results when the professor described and interpreted as moving a good films[14].

4. Conclusion
In conclusion, Importance of using multimedia materials like films should be emphasized in the class room. Because it can develop equally the various character ability and improve communicative competence of Korean University students[15].

First of all, the character education lessons by using film have to give a big help to improve the concentration of the students improve education classes are giving big help. Character education lessons by using the film are to stimulate students’ motivation into active and aggressive they were guided lessons[16].

Secondly, the best satisfaction of the students in their character education lessons, when they are heard together lecture and film. This is to imply that the interpretation of film is more important rather than film or lecture only.

Thirdly, we should be more widely to develop teaching methods by using film to improve character ability of students because that the efficiency for character education by using film was proved[17].

ACKNOWLEDGEMENT
This work was supported by the research grant of Baekseok University in 2014.
REFERENCES

[1] Jihye-Whang, Research on Correlation between Film Education and Waldorf Education. Ph.D. dissertation, Cheongju University. 2012.

[2] Hyojeong-Kim, A Study on Development and Effectiveness of Cinema-Literacy Education Program Based on Arts Propel. Ph.D. dissertation, Hanyang University. 2011.

[3] Philip Fitch Vincent, Youngsook-Lee, Developing Character in Students. Seoul: Korea Association of Character, 2013.

[4] Merry Rich, (Jongin Lee), Philosophy and Cinema. Seoul: Space and Time Press, 2004.

[5] http://movie.naver.com/movie/bi/mi/basic.nhn?code=31013

[6] Changwoo-Jeong, Evaluation of Moral teaching and learning methods, Keonggi Koyang: Human Love, 2013.

[7] Deleuze,(Jeeyoung Lee), Philosophie et cinema. Seoul: Yeolwhadang, 2011.

[8] Wangjoo-Lee, Philosophy + Film. Seoul: Hyohyung, 2006.

[9] Yonghee–Kim, Seungyeon–Lee, Ask to the world in film. Seoul: Age21, 2013.

[10] Daejin-Beom, Character Education. Keonggi Koyang: Sangsang Tree, 2014.

[11] Seoul Univ., Education Dictionaries. Seoul: Hawoo, 1994.

[12] Beomwoong–Lee, Practice of Moral and Education. Keonggi Koyang: Human Love, 2004.

[13] Hyesook–Lim, Creative Character Education. Keonggi Pajoo: Korea Research Information, 2012.

[14] Mark Rowlands, (Sangkyu, shin., Kiyong, Seok), The philosopher at the end of the universe. Seoul: World of Book Press, 2014.

[15] Korea Educational Development Institute, School Character Education. Seoul: Korea Educational Development Institute, 2009.

[16] Youngsoo Heon, Knowhow about Character Education of Heon Youngsoo. Seoul: Donga Ilbo, 2008.

[17] Keoyngja Hong, Character Education of Youth. Seoul: Hakjisa, 2004.

김 덕 만(Kim, Deok Man)

· 1987년 2월 : 총신대학교 (문학사)
· 1990년 2월 : 총신대학교 (M. Div.)
· 2009년 2월 : 백석대학교 (Ph. D.)
· 1998년 3월 ~ 현재 : 백석대학교 교수
· 관심분야 : 성품교육, 영화해석, 신학해석
· E-Mail : jacob@bu.ac.kr