

**STUDENTS' ATTITUDE TOWARDS THE USE OF FILM SEQUENCES TO IDENTIFY
THE DEVELOPMENTAL CHARACTERISTICS OF PEOPLE WITH INTELLECTUAL
DISABILITIES**

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Abstract

The current study highlights the attitude of students toward the use of film sequences, as educational resources used in the course of Psychopedagogy of people with intellectual disabilities, in the online learning environment. The participants in the study were students (N = 28) in the 2nd year, who follow the Special Psycho-pedagogy study program. The research method was a questionnaire-based survey. The working tool contains 23 questions, which were developed by the authors for this research. In the introductory part, in addition to the synthesis of the specialized literature, we briefly presented the aspects related to the management of the university course, in a pandemic context, by presenting the ways in which the film sequences were used to achieve the objectives of the discipline. The results of the descriptive study show that students show a positive attitude towards the use of film sequences in teaching, learning and final assessment activities. Thus, the students consider that the film sequences used in the course activities facilitate the understanding of the theoretical information from the course support, about the particularities in the development of people with intellectual disabilities. Additionally, the film sequences used for assessing knowledge in the final exam took students out of their comfort zone of passively taking the theoretical information and giving an answer during the online assessment tests. The research findings highlight the practical implications and future directions of research to ensure good management of course activities in the online learning environment.

Keywords: intellectual disability, film sequences, educational resources, online learning, online assessment, university

Discipline: pedagogy

Absztrakt

AZ ÉRTELMI FOGYATÉKOSSÁGGAL ÉLŐ EMBEREK FEJLŐDÉSI JELLEMZŐINEK AZONOSÍTÁSÁRA SZOLGÁLÓ FILMSZEKVENCIÁK HASZNÁLATÁVAL KAPCSOLATOS HALLGATÓI ATTITŰDŐK

Jelen tanulmány a hallgatók filmszekvenciákhoz - mint az értelmi fogyatékosok pszichopedagógiája tárgy tanítása során használt, az online tanulási környezetben megjelenő oktatási forrásokhoz - való hozzáállásával foglalkozik. A vizsgálatban 2. évfolyamos, speciális pszichopedagógia szakos hallgatók (N = 28) vettek részt. A vizsgálat során a szerzők 23 kérdésből álló saját összeállítású kérdőíves felmérést végeztek. A bevezető részben a szakirodalom szintézise mellett röviden bemutatták az egyetemi szak menedzselésével kapcsolatos szempontokat pandémiás kontextusban, kiemelve, hogy a filmrészleteket milyen módon használták fel a tudományág céljainak eléréséhez. A leíró vizsgálat eredményei azt mutatják, hogy a hallgatók pozitív attitűdöt mutatnak a filmszekvenciák tanítási, tanulási és záróértékelési tevékenységek során történő felhasználásának irányába. A hallgatók úgy ítélik meg, hogy a kurzusban felhasznált filmrészletek elősegítik az értelmi fogyatékosok fejlődési sajátosságairól származó elméleti információk megértését. Emellett a záróvizsgán a tudásfelmérésre használt filmrészletek kihozták a hallgatókat abból a komfortzónából, hogy passzívan vegyék át az elméleti információkat és válaszoljanak az online felmérő teszteken. A kutatási eredmények rávilágítanak a kutatás gyakorlati vonatkozásaira és a jövőbeli, az online tanulási környezetben folyó kurzustevékenységek megfelelő irányításának biztosítása felé forduló kutatási irányokra.

Kulcsszavak: értelmi fogyatékoság, filmrészletek, oktatási források, online tanulás, online értékelés, egyetem

Diszciplína: pedagógia

Introduction

Film-based teaching is a specific strategy used in several fields, including education and social sciences (Holmes, Russel, Movitz, 2007; Russell 2012). The use of film in teaching certainly falls within the modern paradigm, of focusing on the educated and having an increased impact at all levels of education (Răcășan, 2020). The motivation behind the use of this strategy derives from the needs of the current generation of students -generation Z, or Millenials- (Barth &

Ciobanu, 2017, Bochiș, 2021) and is possible due to the intense development of information technology and online communication media, which ensured access to education during the pandemic (Răcășan, 2020). The efficiency of using video sequences in the university is also presented in previous research that highlights the role of film use in achieving various categories of educational goals (see Champoux, 2007; Kavan & Burne, 2009; Laurian-Fitzgerald, Kupás-Reis, Fitzgerald, 2020; Muntean, 2020). Kavan & Burne (2009) consider

that many teachers have been looking for creative ways to use film as a means to intensify learning, to take into account the preference of young people to watch movies instead of lectures. The quoted authors state that the discussions of the videos motivated and captivated the students more than any other educational activity. The film not only offers a different form of presenting the information compared to those presented in the form of text but, also, one that offers more than a narrative or communication through words (Brown, 2011). Using film in the classroom provides learning opportunities visually and auditory for the student, being an important educational resource, especially when illustrating more complex concepts (Kuzma & Haney, 2001). According to Russell & Waters (2017), researchers need to focus on ways in which students' interest in watching movies could increase their level of knowledge, interest, and understanding of information. From the analysis of the recent specialized literature, Tofur (2018) concluded that studies in the field highlight the importance of educational films in training students for their future professions but, however, there is not enough information to capture the effectiveness of film used in presenting the content of course learning.

In this study, we aim to capture students' attitudes toward the use of film sequences in online teaching, learning, and assessment activities in the Psychopedagogy course for people with intellectual disabilities. Recent studies report that watching a film, as part of the classroom educational experience, can provide an engaging pedagogical approach for millennial students to learn about disabilities (McKay, Haegele, & McMahan, 2020; Minarik, & Blevins 2017; Răcășan, 2020; Safran, 1998; Schwartz et al., 2010). Using film in the classroom is an effective way to teach students about people with disabilities and to restructure negative representations and stereotypes about

them (Minarik, & Blevins, 2017; Răcășan, 2020; Schwartz et al. 2010). The role of film illustration of disability for specialists or future specialists in the field of special education is highlighted by Safran (1998) as follows:

- first of all, the film is a barometer for measuring social consciousness and understanding and presents what the population believes or knows about people with disabilities;
- secondly, the film is useful for students to identify the difficulties that people with disabilities face in living an independent life due to their difficulties in adapting and social barriers;
- thirdly, the film can capture the attitudes towards people with disabilities, and starting from here, the film can also contribute to the elimination of stereotypes.

The possibilities of using film in education are highlighted by Champoux (1999), as follows:

- a) When used before the lecture given by the teacher, the film creates the possibility of visual representation of a construct, a representation that will be discussed later, during the presentation of the topic. This approach allows you to provide examples taken from movie scenes.
- b) The use of film as a resource in education, after the explanations and descriptions of concepts or theories, by the teacher, is appropriate in the situation where the film presents a case. This approach allows students to develop their analytical skills to apply what they have learned.
- c) Resuming for viewing certain scenes from the film, facilitates the understanding of more complex concepts. In this case, the teacher will present the relevant scene from the film to provide visual anchors, then explain and discuss with students the

theme/concept /theory after which the scene is repeated and students are asked to identify from the film sequences the concepts presented in the course or to analyze the film sequence in relation to the topic discussed in the course.

- d) The film offers multiple opportunities for comparisons. Different movie scenes can capture the same concept in different ways. In this case, there may be discussions about how a certain concept is understood, especially depending on the cultural level of a nation. In addition, sequences from the same film can be compared in order to identify different explanations for the reasons that may explain a certain behavior or reaction of the characters in the film.

Therefore, film as a resource in education can be used before or after the presentation and explanation of concepts and theories conveyed in a course.

A possible model for using movie sequences in teaching-learning and assessment activities at the university

In the course of Psychopedagogy of people with intellectual disabilities, film sequences were used in the tasks of teaching, learning, and formative assessment and final assessment. The film sequences made available to the students were selected from the feature films *I am Sam* and *The Peanut Butter Falcon*. The aim was to facilitate the learning and understanding of the developmental profile of people with intellectual disabilities in terms of adaptive behavior and highlight the specific features of intellectual disability.

- a) The teaching-learning and formative assessment activities took place during the pandemic, November-December 2020, in a

synchronous and asynchronous online environment. After the presentation of the learning content in the course activity, at the seminar activity the task of the students was to make a group project in which to highlight and exemplify the specific features of people with intellectual disabilities. In accordance with the recommendations offered by Oprea (2020), the role of the teacher was not only to organize certain activities that involve the use of film as a teaching tool but also to guide and support students in processing and integrating informational messages in specific contexts. We present in the following the approach followed in the realization of the group project (in groups of three or four students).

Stimulus activity: watching the sequences from the movie *I am Sam*, in the synchronous online environment (and asynchronous, independent and additional, whenever the student deemed it necessary).

- Watched and analyzed the film sequences *I am Sam* after presenting a theoretical content (course), in a synchronous environment, to facilitate the understanding of the difficulties in terms of adaptive behavior of people with intellectual disabilities;
- Carried out the first part, of the theoretical framework of the group project with the topic *Specific features in intellectual disability*, in the asynchronous environment, through the independent study or documentation from the obligatory and additional bibliography recommended for the study;
- Presenting the first part of the group project, in a synchronous environment, and offering constructive feedback from the other colleagues and the teacher;
- Realizing the second part or the implementing part of the group project through harnessing the sequences from the film *I am Sam* in order to exemplify the

specific traits of people with intellectual disabilities;

- Presented the group projects in the draft version, in a synchronous environment, and offered constructive feedback from colleagues and teachers;
- Posting the final version of the group project on the study platform for grading.

b) Use of film sequences in the final evaluation.

At the final evaluation, performed by grid test, 10 of them are related to the particularities in the development of people with intellectual disabilities.

Stimulus Activity: Sequences from the feature film *The Peanut Butter Falcon*

- a. Watching movie sequences;
- b. Evaluation by grid test.

Example of evaluation item: After escaping from the social home where he was under surveillance, following a strange turn of events, Zak meets Tyler, a delinquent person who becomes Zak's unexpected coach and his ally in fulfilling his dream of meeting his idol, attend a wrestling school and become a hero.

The behavior of a person with a mildly severe intellectual disability who has a limited understanding of risk in various social situations and immaturity to realize a social judgment is due to:

- a. difficulties in the field of conceptual adaptive behavior
- b. difficulties in the field of adaptive behavior in social terms
- c. difficulties in the field of adaptive behavior in practical terms

Method

The objective of the study:

The aim of the study is to highlight the attitude of students towards the use of film sequences, as

educational resources used in teaching, learning, and assessment, in the course of Psychopedagogy of people with intellectual disabilities, in the online training environment.

Participants

The study was attended by 28 students following the special Psychopedagogy study program, from the second year, at the Faculty of Socio-Human Sciences, University of Oradea, Romania.

Working tools

The working tool is made up for the purpose of this research and contains 23 items. The first 10 items aim to capture the efficiency of using film sequences as resources in teaching and learning activities, 8 items for final evaluation activities, and 3 for teaching, learning, and assessment activities in general. To these questions, students were able to select an answer option from 5 offered, on a Likert gradation 1- *total disagreement*, 5 - *total agreement*, to evaluate the extent to which the film sequences used in the activities represented an important educational resource in the teaching, learning and assessment activities.

The questionnaire also contains two open items, one to capture other educational values of the film sequences and one as feedback for the teacher, at the end of the semester.

Results

The results of the research are highlighted with the help of descriptive statistical indices of the respondent's questions. Table 1 presents the results of the descriptive study on the efficiency of the use of film sequences in teaching and learning activities. The results of the descriptive study highlight the fact that students show a positive attitude towards the use of film sequences in teaching-learning activities.

Table 1. Efficiency of using film sequences in teaching-learning activities. Descriptive statistics. (Source: Bochis, Barth & Florescu, 2022).

Items	N	Mode	Median	Mean	Std. Dev.	Min.	Max.
1. can more easily understand the developmental profile of people with intellectual disabilities	28	5	5	4.714	0.535	3	5
2. to treat the workload with greater interest and concern	28	5	5	4.607	0.737	3	5
3. to understand theoretical aspects of the course support, based on concrete sequences associated with the film	28	5	5	4.893	0.315	4	5
4. to participate more actively in discussions with other colleagues in the realization of the group project	28	5	5	4.357	0.911	2	5
5. to establish closer relationships with other colleagues with whom I worked	28	5	5	4.393	0.875	2	5
6. to change my attitude towards people with intellectual disabilities	28	5	5	4.607	0.737	3	5
7. to identify some ways and solutions to come to the aid of people with intellectual disabilities	28	5	5	4.857	0.448	3	5
8. to reflect on the role I would have, as a future specialist in special education, in relation to people with intellectual disabilities	28	5	5	4.786	0.630	3	5
9. to look for additional information apart from those presented in the course and seminar support in order to understand in more detail the aspects related to the particularities in the development of people with intellectual disabilities	28	5	5	4.607	0.685	3	5
10. to reflect on the level of one's own competence to understand and intervene in order to provide adequate support to people with intellectual disabilities	28	5	5	4.714	0.600	3	5

All the averages obtained for the items of the questionnaire are high, with values over 4.3. Movie sequences used in course activities mainly facilitates:

- understanding the theoretical information from the course support ($m = 4,893$; $s.d = 0.315$);
- identifying ways and solutions to support people with intellectual disabilities ($m = 4,857$, $s.d. = 0.448$);
- reflection on the role it would have, as a future specialist in special education, in relation to people with intellectual disabilities ($m = 4,786$; $s.d = 0.63$);

- easier understanding of the particularities in the development of people with intellectual disabilities ($m = 4,714$, $s.d = 0.535$).

On the other hand, the film sequences used to assess knowledge in the final exam took students out of their comfort zone by the habit of passively taking theoretical information in order to provide an answer during online evaluation tests.

Table 2 shows the aspects related to the efficiency of the use of film sequences for the final evaluation.

According to the data presented in Table 2, the students consider that the film sequences around

which the questions and the final evaluation tasks were developed, helped them to:

- get out of the comfort zone and apply the theoretical information in concrete situations (not only to passively take theoretical information in providing an answer during the evaluation tests) $m = 4,750$, $s.d. = 0.799$;
- supplement the information obtained until the moment of evaluation with new one $m = 4,679$, $s.d. = 0.723$
- consolidate even more the information acquired until the moment of evaluation $m = 4,643$, $s.d. = 0.780$.

Table 2. Efficiency of using film sequences in evaluation activities. Descriptive statistics (Source: Bochis, Barth & Florescu, 2022).

Items	N	Mode	Median	Mean	Std. Dev.	Min.	Max.
1. to associate the information from the course support with the particularities with the specifics of the development of people with intellectual disabilities in different fields and processes.	28	5	5	4.500	0.882	1	5
2. to reflect on the level of one's own competence to understand and intervene in order to provide adequate support to people with intellectual disabilities	28	5	5	4.607	0.875	1	5
3. to get out of the comfort zone given the habit of passively taking over theoretical information in providing an answer during the evaluation tests	28	5	5	4.750	0.799	1	5
4. to supplement the information obtained until the moment of evaluation with new ones	28	5	5	4.679	0.723	2	5
5. to consolidate even more the information acquired until the moment of the evaluation	28	5	5	4.643	0.780	2	5
6. to change my attitude towards people with intellectual disabilities	28	5	5	4.607	0.786	2	5
7. to look for information in the course support to identify the correct answer to the questions	28	5	5	4.214	1.067	2	5
8. to look for additional information from those presented in the course and seminar support in order to identify the correct answer to the questions	28	5	4.5	3.893	1.397	1	5

The lowest average was obtained for the item *to look for additional information to those presented in the course and seminar support to identify the correct answer to the questions* ($m = 3.0893$; $s.d = 1.397$).

Table 3. Presents synthetically, students' attitudes towards the use of film sequences in teaching, learning and assessment activities.

The data highlighted in Table 3 stands out the positive attitude of students towards the use of film sequences in all three components of the learning process, with a higher average in learning situations and slightly lower for assessment situations. For an easier illustration of the data, we present Figure 1.

On the other hand, to the questions with an open answers, it was found that students show a positive attitude towards the use of film sequences in the university as useful resources in learning and assessment activities. Here are some of the answers we received to support this statement:

„After taking the course I learned many new things about people with intellectual disabilities and after watching the videos I was able to better fix the information.”

„I thought it was a good idea to use a film as an educational resource.”

„Congratulations for the idea related to the evaluation, for the involvement and time given to us and the tasks during the semester😊”

„I understood the specific features much better once I associated them with sequences from the movie.”

„The course materials were well structured, the information is very useful, the two films made me understand much better the content and information in the course support.”

On the other hand, the students also surprised the formative value of the film sequences because they created moments of reflection, emotion and change of attitudes towards people with disabilities.

„Thank you for the two movies I haven't seen. They made me change my opinion and attitude towards people with intellectual disabilities and I understood the information better through the prism of these films.”

„Although I started thinking that the tasks are too many and maybe too heavy, in the end I came to the conclusion that they only have my help. I have a different view of people with intellectual disabilities and I believe that the variety of topics helped me understand the material, beyond words.”

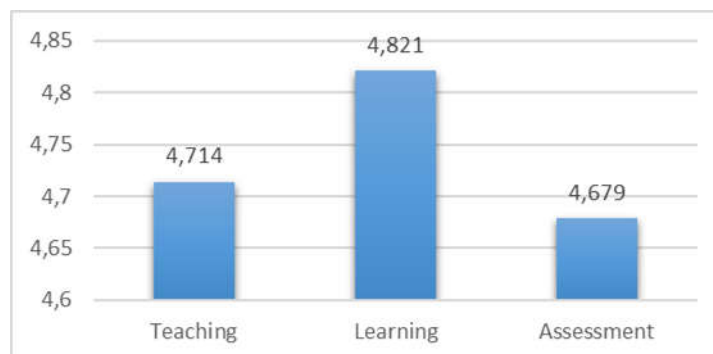
„The films you have proposed brought a wide range of emotions in me, from tears to laughter to tears!”

„Thank you and congratulations on your teaching and examination. I have lived a new and unique experience for which I am grateful.”

Table 3. Efficiency of using film sequences in teaching, learning and assessment activities. Descriptive statistics. (Source: Bochiş, Barth & Florescu, 2022).

	N	Mode	Median	Mean	Std. Dev.	Min.	Max
Teaching	28	5	5	4.714	0.535	3	5
Learning	28	5	5	4.821	0.476	3	5
Evaluation	28	5	5	4.679	0.670	2	5

Figure 1. Efficiency of using film sequences in teaching, learning and assessment activities (Source: Bochiş, Barth & Florescu, 2022).



Conclusions

The results of the descriptive study highlight the fact that students show a positive attitude towards the use of film sequences, both in teaching and learning activities as well as in the evaluation ones. Thus, the film sequences can be used in order to assimilate, understand and fix informational content that can remain at an abstract level and is very difficult to use in practical situations, without concrete landmarks. The study also highlighted that film sequences can be used in the formative and final assessment, putting students in less common situations, which took them out of their comfort zone and required them to apply theoretical information in concrete situations. At the same time, the types of evaluation tasks allowed the enrichment of the information obtained up to the time of evaluation with others, new ones. The conclusions of our research are in agreement with the results obtained in another research. For example, Tofur (2018) highlights the role of educational films as resources in teaching and learning in course management. Bochiş (2020, 2021) emphasizes the importance of using film sequences as a resource in online learning activities in order to improve the level of involvement and satisfaction in collaborative learning activities, by

groups of students. Cuc & Florescu (2020) points out that the use of films and images in activities provides a stimulating, interactive learning environment in the classroom.

This study can be considered as a starting point for future research but also a possible model for educational practices, in which film can be used as an important resource not only in learning and understanding some scientific concepts but also as a means to achieve activities in order to improve the level of involvement of students in university learning tasks in the online environment and beyond.

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