

TOOLS AND METHODS

ViewN'Act

Greece 2022



IFS FOSTERING SOCIAL JUSTICE

TOOL'S SUMMARY

Tool/method name	ViewN'Act
Tool/method summary description	A framework about film as a pedagogical tool in adult education - using the power of the moving image in articulating attitudes and shaping cultures towards social issues such as migration, gender equality and social justice.
Country observed	Greece
Year observed	2022
Programme area	Social inclusion
Tool type	As a framework it consists of a variety of tools, such as a guide, brainstorming activities, film viewing, roadmaps, theoretical sessions
Specific topic please write others:	Art and Modern Technology Education and Media Active citizenship Migration and Migrants/refugees Equality
Beneficiaries of tool:	Everyone interested regardless of background (for film sessions personal limitations/beliefs should be taken into consideration/discussed to avoid disrespect/provocation).
Can this tool be applied to other beneficiaries: yes/no	Yes
What type of beneficiaries: ALL, or specific ones?	All
If specific ones, which?	This is a tool that is addressed to all since it aims at inclusion and overcoming societal pathogenies. It is up to the facilitator/educator to specify the context and specific elements, based on the thematic the focus and characteristics of their group.

Tool full description

The ViewN'Act framework investigates the power of the moving image - and its audiovisual wrapping - in articulating attitudes, shaping cultures, and enhancing representation towards social issues such as migration, gender equality and social justice. As a framework it tries to detect under which preconditions and learning prerequisites the film could contribute in the development of critical reflection, active engagement in a democratic world, information gathering and exchanging views in dialogue. It tries at addressing the training needs of the educators to become effective and confident in introducing a film as a pedagogical tool, by offering specific recommendations.

Context

The ViewN'Act framework was implemented during the IFSJ study visit in Patras (June 2022). The thematic of focus for the whole duration of the visit was chosen after the first day of the visit, where all participants had the chance to get to know each other and better define their expectations. The study visit group went through a series of sessions, mini workshops, and social walks around the city of Patras, they watched a film together and then they developed their own version of its ending, which they directed, recorded, and edited themselves.

Could it be used in other contexts? If yes, which ones?

As a method it is transferable to different languages /cultures, it can be adapted to different teaching contexts, and it allows multiple uses in different contexts and for different target groups.

It can be adapted to several different contexts, but it requires preparation and interest from the side of the educator/facilitator to first and foremost be in touch with the learning group. Then other important aspects are the suggestion of a movie relevant to the topic the group will be working on and to have a good understanding of the whole process so that obstacles or ineffective activities are overcome/replaced.

What is innovative about this method or tool?

In this case, we consider as innovation the following characteristics of the method:

- It allows access to quality cinema to everyone.
- It helps develop social literacies and other competencies through an interesting activity.
- It allows the development of a safe learning space.
- It promotes the active involvement of the learners in choosing the topics, assessing the experience, and developing their own perceptions in discussion with those around them and those away from them.
- It is an easily adaptable process since the core element (the film) exists in great variety and totally diverse narratives.
- It is accessible in terms of financial resources which in turn makes it accessible in terms of participation of people if there are no financial gains for the provider of the activity (requires written approval by the directing team for free copy if applicable, or

small payment in relevant release platforms for a one-time viewing which burdens only the organisation carrying out the activity).

There are though still some issues in terms of accessibility, since most films unfortunately do not foresee audio descriptions for blind/partially sighted persons, but more such initiatives are taking place, so more films will be available also for this target group.

Detailed Methodology

In the Study Visit in Patras, the participants followed the process below to implement the ViewN'Act methodology and workshops.

- Defining a safe space in an adult education setting (workshops and brainstorming based on basic principles and personal needs of participants – ensuring mutual understanding of the activity and personal limitations for each participant)
- Brainstorming session on the use and importance of art in adult learning activities
- Discussion on the needs and wishes around film viewing and quality standards for an impactful activity.
- Group activity – Social walk around the city of Patras (detecting key social issues, understanding the rhythm of everyday life and basic domains of activity, recognising discrimination and exclusion elements in the public space)
- Film viewing (in this session the participants take part in the viewing of 80-90% of the chosen film, leaving the last 20-10% for the last sessions)
- Discussion on the key elements of the film in terms of aesthetics, emotions, cognitions, understandings, and ideas
- Ice-breaking activity “The power of word associations”: Participants sit in a circle and each one says a word they think of, with the goal of making a story one word at a time. The rotation repeats until a complete sentence has been made. This sentence is recorded for an upcoming activity.
- Technical workshop on video creation
 - Storyboard: finding the theme, developing the characters, and writing the plot
 - Editing the footage: review, choose, create sequence, audio mixing, background music, rendering final film.
- With this knowledge and using as a helpful prompt the sentence of the icebreaker, the group tries to make an alternative ending to the film, by making their own video.
- Adequate time is given for this task, until an end video file is created.
- Resuming sessions. Watching the alternative ending and then watching the actual ending. The group compares the two approaches and discusses on the theme.
- Final study visit. After the movie, the group participates in a final study visit related on way or another to the topic.

- Final session. The group meets again and reflects of the process. They evaluate the practical aspects and reflect on what they learned, which perceptions they challenged (if they did) and if they believe they learned anything from it.

This process took place in a period of 4 days. Not all steps are necessary for the process, they can be adapted according to the needs and abilities of the group. For alternatives, check out the resources section.

Specific advice for staff/volunteers/adult educators

- Be open to the community to find which film fits the needs of the group that you're working with
- Be flexible, both in terms of time as well as in terms of people's motivation to take part to the process.
- Be sure that you are prepared for the technical questions that may arise.

For more resources and information

- The SUPPORT DIY Guide for Video Creation
- Creating and maintaining safe spaces in adult education
- DAFNI KEK IFS PRESENTATION Study Visit
- Value – Solidarity Matters Presentation
- ViewNAct framework

Please contact Ms.Vasiliki Tsekoura vasiliki@kekdafni.gr if you need more information and links to the sources above.

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