



"Asia in the Curriculum" Symposium

Honolulu, Hawaii

12.2.05 - 12.3.05

AEMS was invited by the East-West Center, the organizers of the symposium, to present information on teaching about Asia through media-resources. The session was well-attended by K-16 educators who shared valuable information about various issues related to using film and technology in the classroom. Here we have provided copies of the information that was presented by AEMS staff and UH professor Ricardo Trimillos and as well as a summary of some of the key topics from the discussion that followed. Please let us know if you have any feedback about this information or if you have suggestions for new resources. We would be happy to post the additional links here.

Session B2: Teaching Asia Using Film and Technology

Presenters: Susan Norris, Asian Educational Media Service/University of Illinois at Urbana-Champaign; Ricardo Trimillos, School of Hawaiian, Asian & Pacific Studies, University of Hawaii; and Jenny Huang Yang, Asian Educational Media Service/University of Illinois at Urbana-Champaign. Introduction by Namji Steinemann.

Part I: Asian Educational Media Service Power Point Presentation (PDF, Large File)

Part II: Professor Ricardo Trimillos (PDF)

Key Discussion Topics

Copyright Issues

Frequently Asked Film and Video Copyright Questions (UC Berkeley) Indiana University-Purdue University Copyright Essentials Regents Guide to Understanding Copyright & Educational Fair Use U.S. Code: Title 17, Copyright Law (Cornell Law)

Subtitles

AfterDawn's Forum on Subtitle Help

Several teachers inquired about the series The Pacific Century. It is available!

Name: Shelby Hughes, The Pacific Basin Extension

Phone: (805) 688-9619

E-mail: shughes.39@verizon.net

Price: For the entire 10 tape series, it is \$129.95 (VHS only), plus \$9 for domestic

shipping For an individual tape, it is \$29.95, plus \$7 for domestic shipping.

Orders may be emailed. Be sure to include your name, address, and which tapes you

would like to order.

Free Film Giveaway

AEMS gave away A Dream in Hanoi to Himadeep M., Bride Kidnapping in Kyrgyzstan to Lisa, and A Darker Side of Fair to Jeffrey J. The AEMS staff have 4 more films to give away right now. Just send an email stating the title you want to aems@uiuc.edu.

The titles are:

- Cultural Adventures with Jan Reynolds Self-distributed, 40 minutes, 2002, Journey through Nepal and Tibet with Jan
- To the Land of Bliss From DER, 47 minutes, 2001, Portrayal of Chinese Pure Land Buddhist way of dying and living. ALREADY CLAIMED.
- Nu Shu: A HIdden Language of Women in China From Women Make Movies, 48 minutes, 1999. ALREADY CLAIMED. CONGRATULATIONS, CAROLE!
- AfterShocks: The Rough Guide to Democracy From Director Rakesh Sharma, 65 minutes, 2000. "Aftershocks is about the transformation of the Welfare State into an instrument of Corporate governance. It examines the acquisition/ displacement of two quake-affected villages for lignite mining and power generation."

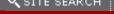
First come, first served. Limit one film per person.

Main Session

Deacon of Death (film), Chan Theary, Executive Director of Reproductive and Child Health Alliance (Phnom Penh) - When we have the purchase information, we will post it here.

When Broken Glass Floats: Growing Up Under the Khmer Rouge (book) by Chanrithy Him. Available for purchase from Amazon.

Last Updated July 27, 2012











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Why use film as a teaching aid?

- When used in conjunction with texts and lectures, it is an effective teaching tool.
- Images can drive home a message that words cannot.
- Documentary films often tell engaging stories, generally from a "local" perspective, that students will remember.
- Films are often interdisciplinary and can be used to serve very specific units or courses.

Images can drive home a message that words cannot

Example: consider the December 2004 tsunami. Which is more effective?

Text only:

"The provincial Sumatran capital was desolated by the tsunami."

Or this?



Photo: © SUPRI/Reuters/Corbis

Social studies and the nature of learning

Social studies should be taught using methods that are consistent with:

- Constructivist Learning Intellectual process where the learners fit new ideas together with ideas that they already know
- Characteristics of "powerful social studies"

From National Council for the Social Studies (NCSS), 2000. *National Standards for Social Studies Teachers*, p. 11.

What are "powerful social studies?"

According to NCSS' National Standards for Social Studies Teachers, social studies teaching and learning are powerful when:

- They are meaningful
- They are integrative
- They are values-based
- They are challenging
- The learning is active

Integrative teaching

Students retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear [media/film]
- 70% of what they say
- 90% of what they say and do

From: Rief, Sandra F. How to Reach and Teach ADD/ADHD Children: Practical Techniques, Strategies, and Interventions for Helping Children with Attention Problems and Hyperactivity. The Center for Applied Research in Education, 1993, p. 53.

Sample topics that can be taught through film

- Legal system in China "The Story of Qiu Ju"
- Urban development in Southeast Asia "Golf War"
- Jane Austen "Bride and Prejudice," "I Have Found It"
- Water as a global commodity "Thirst"
- Cross-cultural communication/theater production - "A Dream in Hanoi"

Common types of films

- Feature films
 - Pros: High quality footage, accessible, interesting
 - Cons: Accuracy?, Stereotypes?
- Documentary films
 - Pros: Contextualized, specific topics
 - Cons: Pricey, less accessible, dry?
- News programs
 - Pros: Timely, interesting, shorter chunks of info
 - Cons: Limited topics (newsworthy), US-bias?

Some things to remember before teaching with film

 Review concepts of media literacy with your students.

For more information, visit these websites:

Center for Media Literacy

PBS Teacher Source

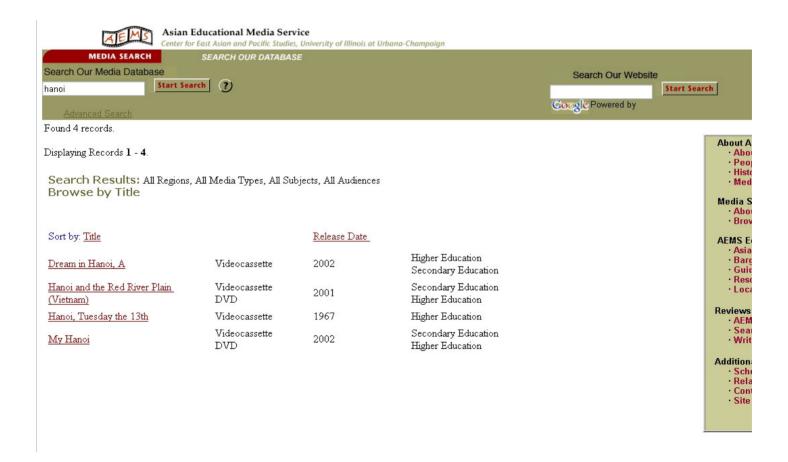
- Films are not "primary" sources consider how and why the film was made
- The difference between teaching film and teaching through film

Steps to using film in your classroom

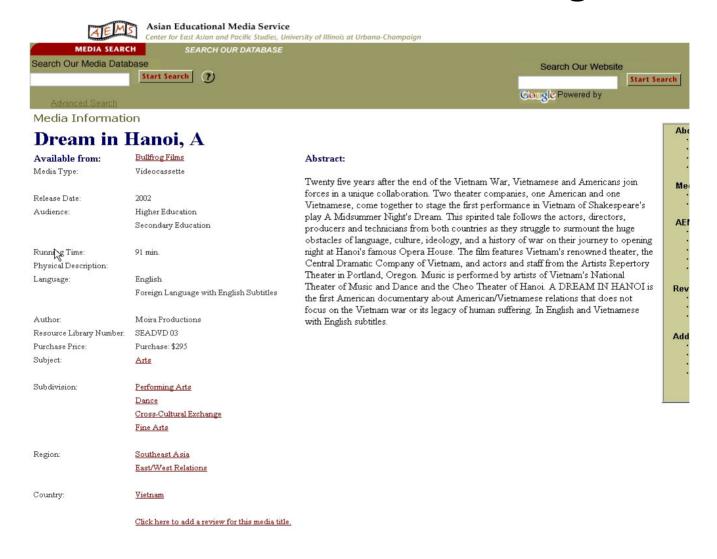
- 1. Search for titles in a film database => www.aems.uiuc.edu
- 2. Read the summary of each title, and pick 3 to 5 that sound most interesting
- 3. Borrow the films
- 4. Watch the films & critically evaluate them
- 5. Select and purchase desired film(s)
- 6. Show the film

1. Start with a search of titles in a film database

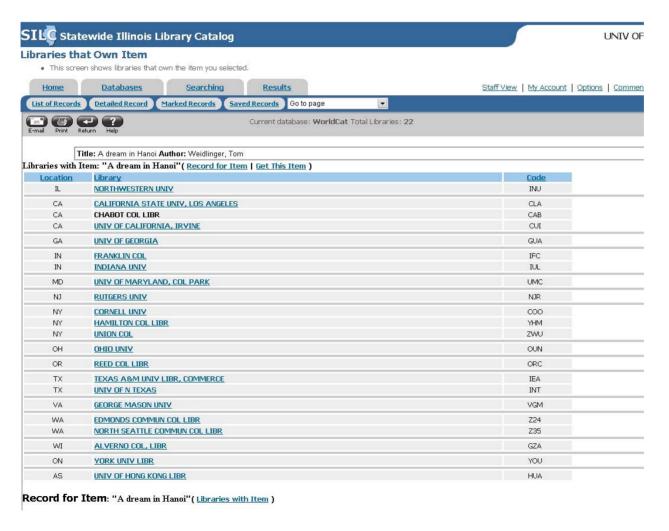
=> <u>www.aems.uiuc.edu</u> Example: Search for "Hanoi" on AEMS results in 4 hits – all films



2. Read the summary of each title, and pick 3 to 5 that sound most interesting.



3. Borrow the films. Search WorldCat or ask a librarian to locate item and borrow the films through inter-library loan.



4. Review the films & critically evaluate them

It is important that (a) the film not be shown "blind;" in other words, screen the film before you consider showing it in the classroom, and (b) teachers look to see if there are any reviews available on the film.

- Did you enjoy the film?
- Would your students enjoy the film?
- What type of lens (or point-of-view) was used to tell the story?
- Were any stereotypes used?
- See Heider, Karl and Carol Hermer, 1995. Films for Anthropological Teaching (8th ed.), American Anthropological Association.

5. Select and purchase desired film(s)

 Return to AEMS database and pull up record

 Under the film's title, it says "Available from: [Distributor's name]." Click on the name.



5. Select and purchase desired film(s) [cont'd]

 The "Distributor Information" page has the phone number and website for the film's distributor. Contact them directly to purchase the film(s).

 Be sure to check on performance and viewing rights.



6. Showing the Film

- PRE-VIEW: Engage students. Discuss key concepts and themes before showing the film.
- VIEWING: Show entire film or selected segments.
 Pause the film if there is a scene to discuss.
 Consider giving students a task to complete while viewing.
- POST-VIEW: Discuss the film. Have students relate film to their own lives or to the world in general.

FAQ's

- Where can I get more information about Asian or Asia-related films in general?
- How do I know if a film is culturally sensitive?
- What if I have trouble borrowing the item through inter-library loan?

Closing comments

- Look to film festivals and film associations for new titles
- There are many excellent films and documentaries available. Keep searching until you are satisfied.
- Utilize film reviews Education About Asia or AEMS' News & Reviews (available online).
- Talk to others about their successes.
- Questions & Discussion?

Asia in the Curriculum Symposium
East-West Center, Honolulu, Hawai'i
1 –3 December 2005
Session B2: Teadching Asia Using Film and Technology

Two Pedagogical Issues Using Film for the Study of Asia Ricardo D. Trimillos, Chair Asian Studies, University of Hawai'i at Mänoa

Diverse and Asian voices in delivery

- 1 TV mentality; reading film as text
- 2 EX: Acquaculture in Japan
- 3 Strands: Biology, industry, relationship to ocean
- 4 Level: Middle school

Addressing multiple intelligences in instruction about Asia

- 1 Gardner's multiple intelligences
- 2 Direct and indirect approaches to MI
- 3 Film as a point of departure for other knowledge bases
- 4 EX: Journey into Thailand: Lords of the Forest
- 5 Strands: relationship to nature, modernization, tourism, festivals, religion
- 6 Level: 5-6, 12

Conclusion: Learning through film

- 1 not downtime for the teacher
- 2 importance of advance preparation
- 3 "mining" the film text
- 4 delivery of diverse voices
- 5 acknowledge multiple intelligences

Sources

Aquaculture in Japan. Iwanami Productions 1984. (Filmfair Communications, Studio City CA) Gardner, Howard. 1993. *Multiple Intelligences: the Theory in Practice*. New York: Basic Books. *Journey into Thailand: Lords of the Forest*. Landmark Media Inc.1986. (3450 Slade Run Drive, Falls Church VA 22042.

Ricardo D. Trimillos is Chair of Asian Studies and Professor of Ethnomusicology at the University of Hawai'i. His research areas include the Philippines, Hawai'i, and Japan. He publishes on the arts and issues of gender, ethnicity, cross-cultural presentation, and multicultural education. He performs koto music, gagaku, and narimono. He was educated at the University of Hawai'i/East-West Center, the University of Cologne, the Ateneo de Manila, and UCLA. <rtrimil@hawaii.edu>