

Using Videos/Movies in the Classroom or Committee Setting

VIDEOS/MOVIES: BENEFITS OF USE:

1. Create a common experience more quickly and more powerfully than can words
2. Add variety to the classroom or committee experience
3. Bring in added expertise to the classroom or committee
4. Create diversity and a range of experience for a population that may never obtain that experience in the course of their lives
5. Provide training, discussion focus, and information
6. Capitalize upon a format of information transmission familiar to and sought out by youth and our society
7. Connect ethical dilemmas/issues more easily to students' or participants' personal lives or personal experiences, or emotions
8. Show/Model how real people rely on or use (or fail to use) ethical thinking or reflection

WAYS TO USE:

1. Use a movie/video in its entirety or use a single clip or several segments following a common theme
2. Combine or pair videos/movies sharing the same perspective or offering a different perspective on the same topic
3. Pair or combine videos/movies on different but related issues
4. Juxtapose educational videos with popular movies
5. Use videos/movies with other resources (newspaper articles, court decisions, radio shows, novels, biographies, journal articles, television shows, non-fiction, soap operas, talk shows) to flesh out the "rest of the story" or to transmit information on topics raised in the video or movie
6. Repeat videos/movies to test or check for a change in reaction or knowledge over time
7. Use a video to spark discussion or introduce a topic
8. Have students or committee members critique a video presentation of a topic that they have studied

VIDEOS/MOVIES: PROBLEMS WITH USE

1. Outdated technology — even though the ethical issues discussed remain relevant, the medical technology demonstrated or discussed is quickly outdated (especially problematic with medical audiences or medical students or medical issues)
2. Talking Heads — although the information conveyed may be substantive, audiences (especially students!) tend to lose interest when a video offers mainly talk (interviews or expert commentary) and little action
3. Controversial Issues or Pictures (personal, parental, student, school, community objections)

POSITIVE DEVELOPMENTS:

1. Online Access (Streaming Audio or Video) — Access to audiovisual resources increases daily as additional programs are made available through streaming video and audio on the Internet. Online videos may be posted by universities, centers, or institutes with ethics programs at their own home sites or using another service like YouTube or Google Video. Television interviews, news reports, or television shows are also available. Both of the terms “bioethics” and “ethics” should be searched serially because they retrieve different, but relevant material.

The quality of online video and audio resources is usually sufficient for classroom/presentation use, but sometimes titles/subtitles may not be clear, the audio and video synchronization is poor, or the picture size cannot be enlarged. Always preview and then decide whether the material is suitable for your room size (fine details may not be visible from the back of a room), the number of attendees, their learning styles and abilities, and intended purpose. Despite these issues, however, online audio-video resources are very valuable and such programs generally are provided for.....

2. Free Use or Low Cost!

Laura Bishop. Ph.D.
Kennedy Institute of Ethics
bishopl@georgetown.edu
developed 2000; revised 6/2009
IBC Movie Matinee 2009
ljb:c:\myfiles\IBC\IBC2009\videouse2009