

The background of the slide features a large, faint watermark of the Rutgers University seal. The seal is circular with a sunburst in the center and the words "RUTGERS UNIVERSITY" around the perimeter.

RUTGERS

UNIVERSITY | NEWARK | SCHOOL OF PUBLIC AFFAIRS AND ADMINISTRATION

TPAC WORKSHOP

Cinematic Representations of Public Administrators as a Teaching Resource

Facilitator: Lois M Warner

2:10-3:30 p.m.

Workshop Goals & Objectives

Goals

- To share good practices for incorporating positive representations of public administrators from contemporary movies toward enhancing PA courses

Objectives

- Review the scope for movies as a teaching tool
- Demonstrate practices for lesson planning
- Engage participants in lesson planning activities

21st Century Cinema - Incorporating contemporary perspectives of public administrators in teaching PA courses

- Introduction: Cinematography
- Reflect on the scope for cinema as a teaching tool
- Review options for using cinema in learning activities

- Demonstrate good practices for lesson-planning to incorporate contemporary cinematic perspectives
- Group lesson planning activity

CINEMATOGRAPHY



Cinematography

- Method of communication incorporating multiple media (color, voice, music, sound effects, graphics, animation)
- Comprising motion pictures recorded and sequenced to tell a story (drama, comedy, romance)
- Primarily, designed to be entertaining
- Modern technology increasing access, expanding use (awareness, education, information)
- US third in annual production of movies (2013-17: 650-750)
- Movie publications and online databases are available

CINEMA AS A TEACHING TOOL



Cinema as a Teaching Tool

- Research suggests that people learn abstract, new and novel concepts more easily when they are presented in both audio and visual form (**Salomon, 1979**)
- Media that employ audio and video are likely to result in deeper processing than media that employs only print (**Hoopr & Hannafin 1988**)
- Certain concepts cannot be fully understood and appreciated without being able to look at and examine visual representation (**Greenberg, 1994**)

Cinema as a Teaching Tool

- Multimedia considered one of the best educational technologies because it addresses more than one sense simultaneously, e.g. sight and hearing (**Aloraini, 2005**)
- Multimedia can be used as a teaching strategy to improve memory, understanding and interpretation (**Mayer 2008**)
- Multimedia ensures uniformity of in lecture content across course sections (**Yamauchi, 2008**)
- The interaction between sound, text and the image of objects presented is considered to enhance memorization considerably (**Schmid, 2008**)

Cinema as a Teaching Tool

- Using multimedia strategies facilitates effective management of learning, allowing individualization and personalization of learning **(Tudor, 2012)**
- Multimedia positively impacts cognitive achievement, academic achievement, comprehension and application **(Aloraini, 2012)**
- It is not using computer and media technologies in themselves that has educational effects, but their integration into well thought through training and self-training strategy **(Ionescu, 2009; Tudor, 2012)**

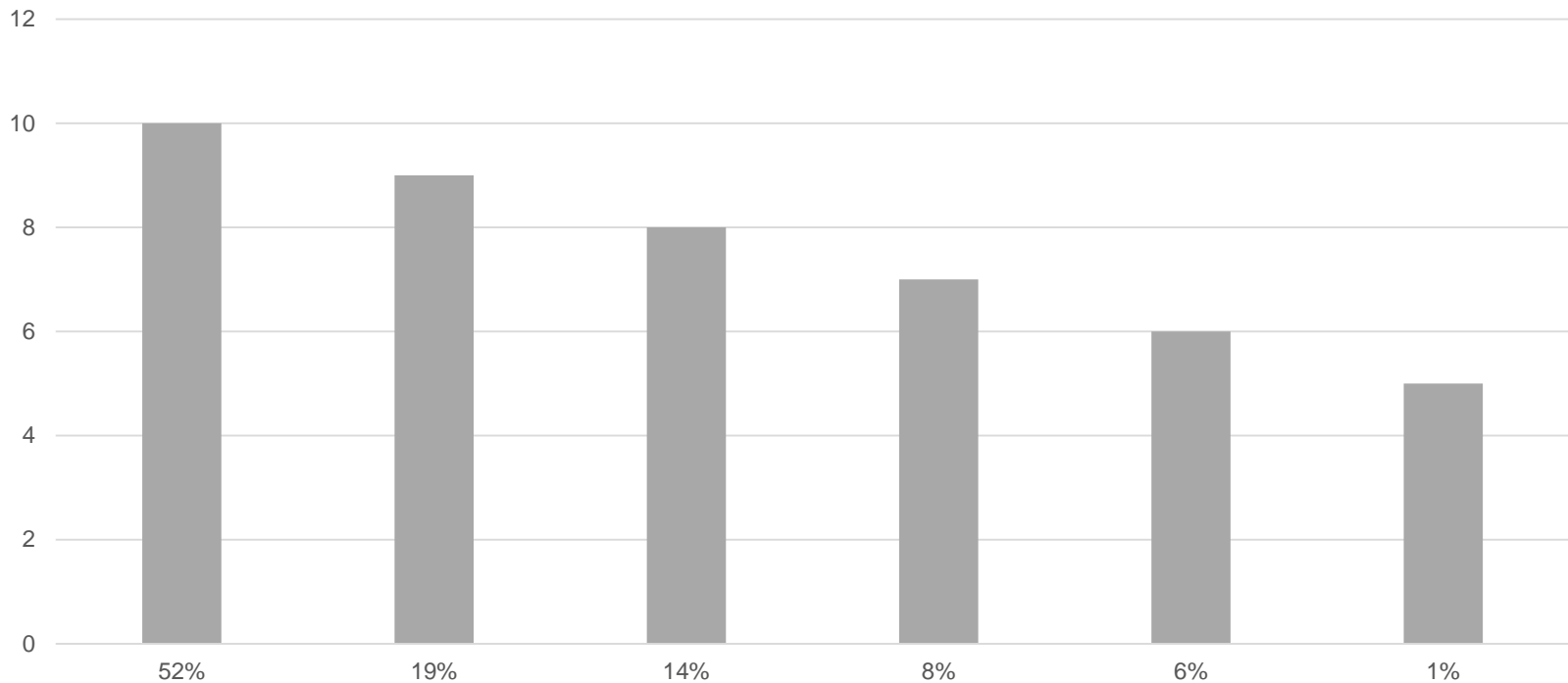
Student Survey 2016

After in class movie learning activities, students were asked to:

1. Complete a survey rating the movie on a ten point scale, as a method of instruction
2. To list what they consider to be the top advantages and disadvantages of the movie as a learning resource.

Findings

Movie Rating as a Learning Resource



- N=65
- All but 1/65 rated the movie above 5/10
- 52% rated it full score 10/10

Findings Advantages / Disadvantages

- 65 students identified 120 advantages; 41 disadvantages

- Advantages summarized

Increase Interest/Enriching Learning

Strengthens Understanding/Memory

Facilitates Multidimensional Learning

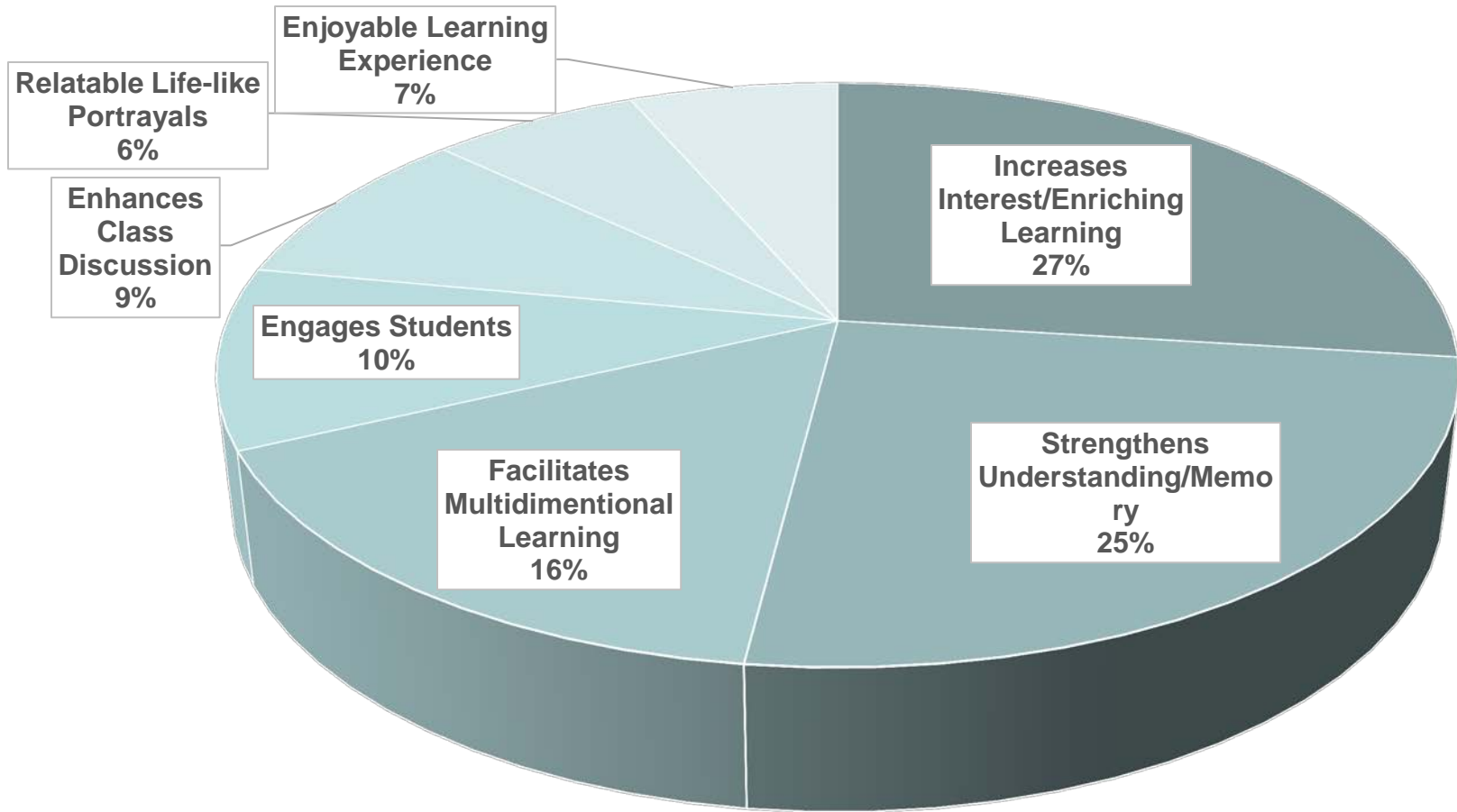
Engages Students

Enhances Discussion Forum

Provides Relatable Life-like Portrayals

Provides Enjoyable Learning Experience

Findings-Advantages



Findings Advantages / Disadvantages

- 26% of the students identified disadvantages
- Disadvantages

See it as Fictional/Entertainment

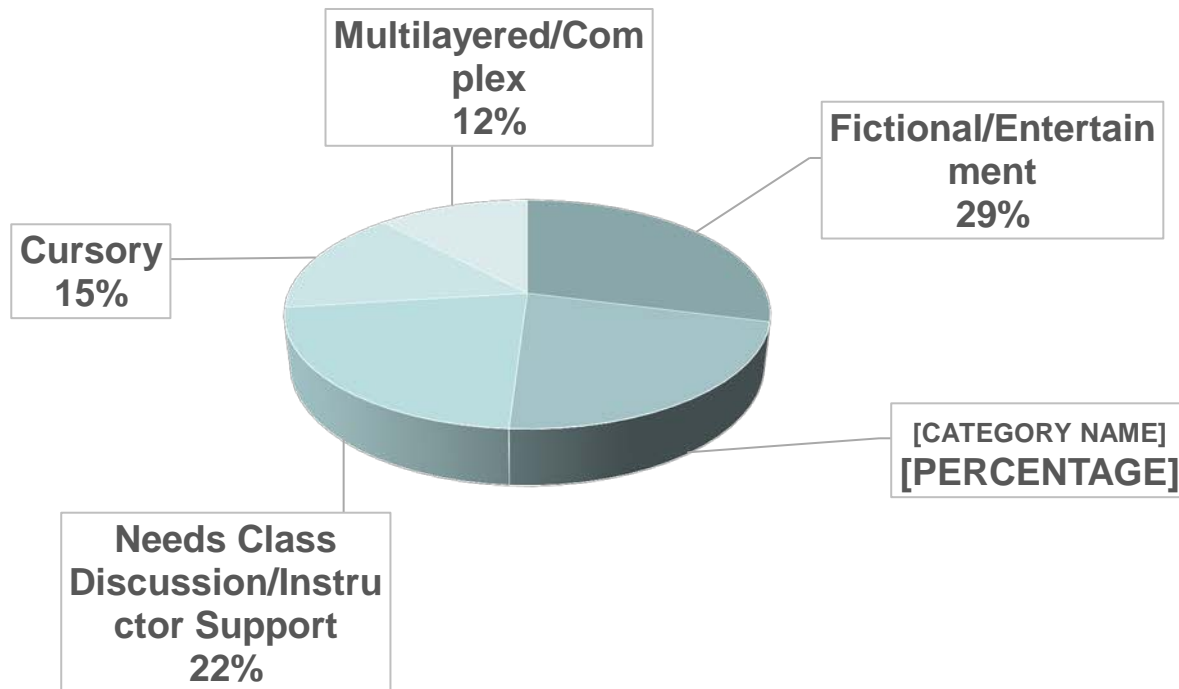
Time-consuming/Fatiguing

Needs Class Discussion/Instructor Support

Cursory/Superficial

Multi-layered/Complex

Findings - Disadvantages



Implications

Importance of multimedia-

- As we continue to examine the methods of teaching and learning as they relate to the field of public administration and the resources available to us in particular computer technology and educational media, it is clear that multimedia, e.g. movies offer a lot as a teaching and learning resource.
- The challenge is to develop effective ways for using various media, e.g. movies, as we strive to provide interesting, informative and engaging classes for our students
- Due attention must be given to guiding and supporting student learning through these methods

PRACTICES FOR USING CINEMA IN LEARNING ACTIVITIES



Practices for using Cinema in Learning Activities

- Bring concepts and events to life vividly
- Illuminate historical events, policies, and conditions
- Place students in the position of omniscient observer
- Contextualize issue
- Collapse time
- Stimulate thoughtful and enjoyable debate
- Highlight the social responsibilities of filmmakers and artists

Joseph E. Champoux (2000, 2001)

Practices for using Cinema in Learning Activities

Case Study	Presents narrative for analysis
Experiential Exercise	Provides internal perspectives for problem solving and decision-making
Metaphor	Portrays complex abstract ideas in vivid memorable ways
Satire	Uses humor, ridicule, exaggeration, and understatement to raise awareness
Symbolism	Communicates through visual imagery, language, music
Experience	Brings vicarious experiences, e.g. life in another country, era
Meaning	Gives substance to abstract theories and concepts
Time	Illustrates historical events and temporal dimensions of behavior

Practices for using Cinema in Learning Activities



Case Study

- Presents narrative for analysis

Experiential Exercise

- Provides internal perspectives for problem solving and decision-making

Meaning

- Gives substance to abstract theories and concepts (Allison & Zelikov)

Time

- Illustrates historical events and temporal dimensions of behavior

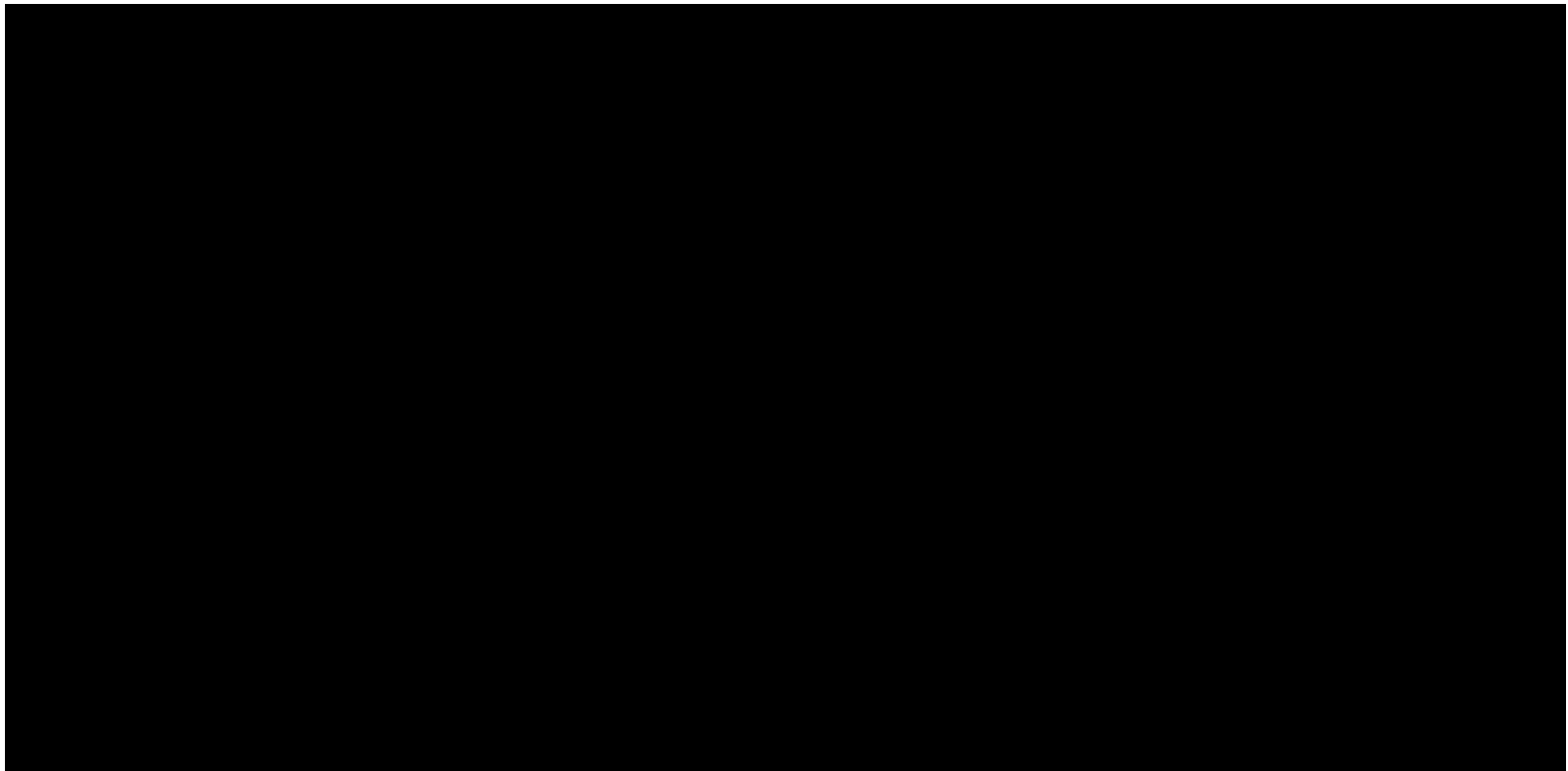
A dramatization of the Kennedy administration's struggle to contain the Cuban Missile Crisis in 1962.

Director: [Roger Donaldson](#)

Writers: [David Self](#), [Ernest R. May](#)

Actors: [Kevin Costner](#), [Bruce Greenwood](#), [Shawn Driscoll](#)

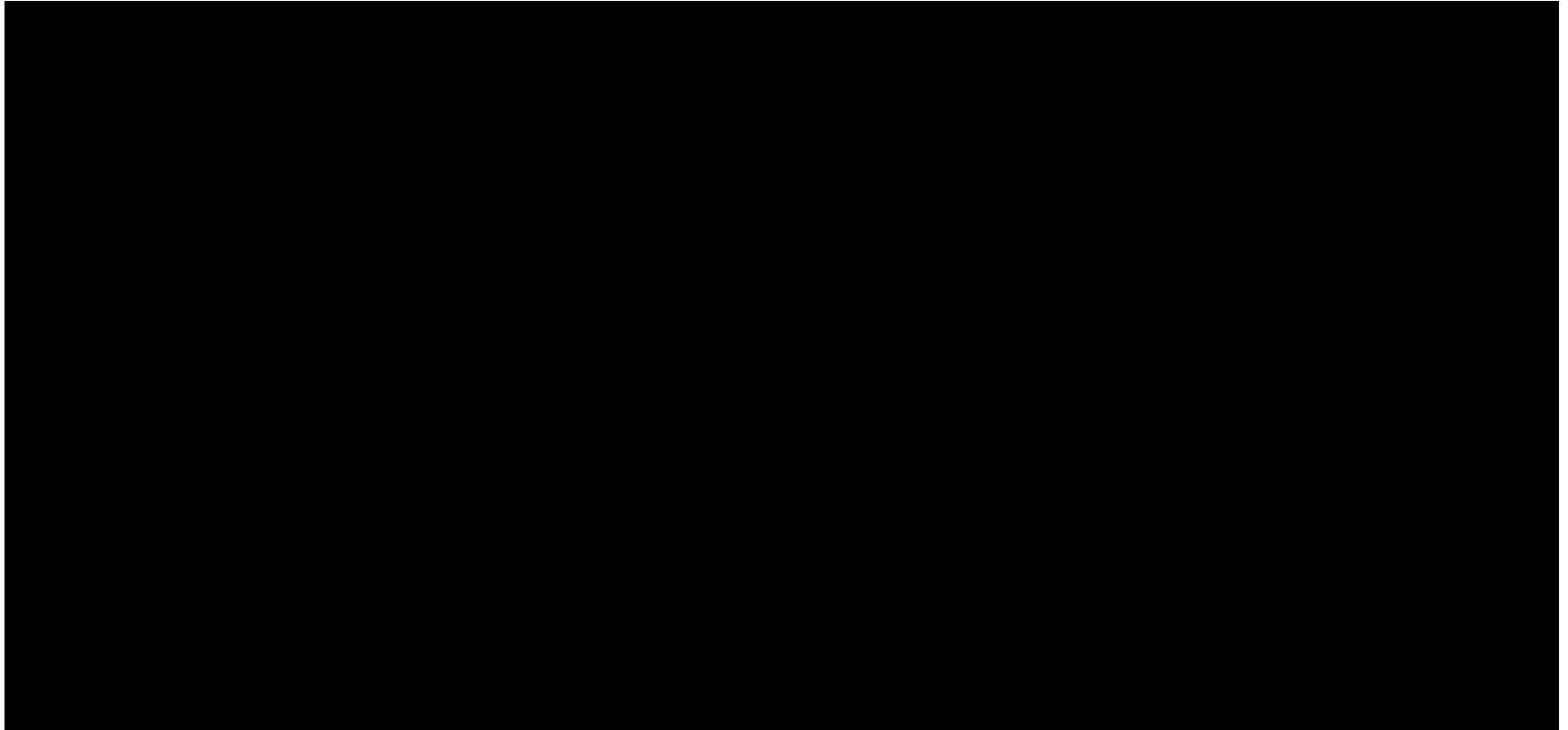
Demonstration and Discussion – 13 Days (2000)



Allison & Zelikow
Decision Making Models

- Rational Actor
- Organizational Behavior - S.O.P.
- Political Negotiation

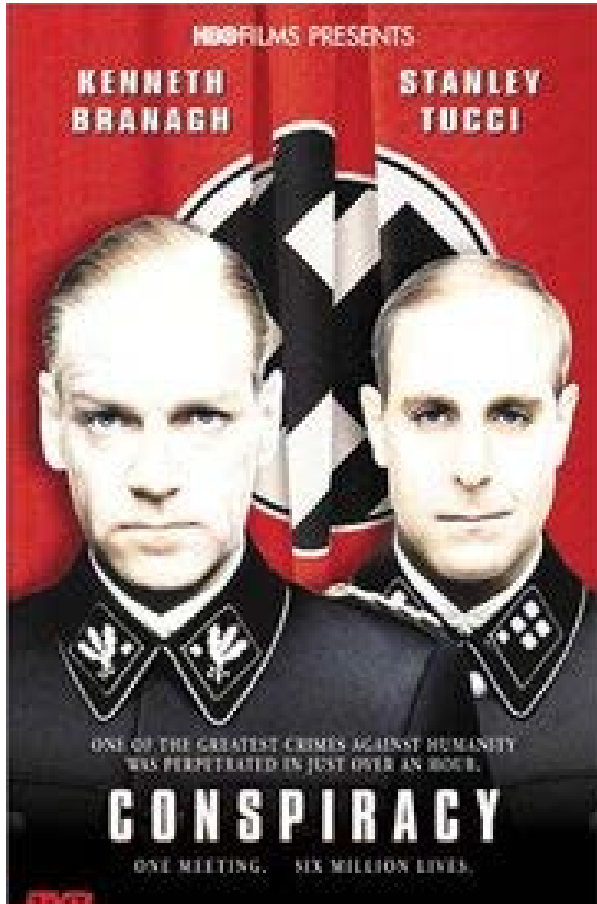
Demonstration and Discussion – 13 Days (2000)



Allison & Zelikow
Decision Making Models

- Rational Actor
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- Political Negotiation

Practices for using Cinema in Learning Activities



Symbolism

- Communication with visual imagery, language, music

Experience

- Brings vicarious experiences, e.g. life in another country

Meaning

- Gives substance to abstract theories and concepts (Adams)

Time

- Illustrates historical events and temporal dimensions of behavior

A dramatic recreation of the Wannsee Conference where the Nazi Final Solution phase of the Holocaust was devised.

Director: [Frank Pierson](#)

Writer: [Loring Mandel](#)

Actors: [Kenneth Branagh](#), [Clare Bullus](#), [Stanley Tucci](#)

Demonstration and Discussion – Conspiracy (2001)

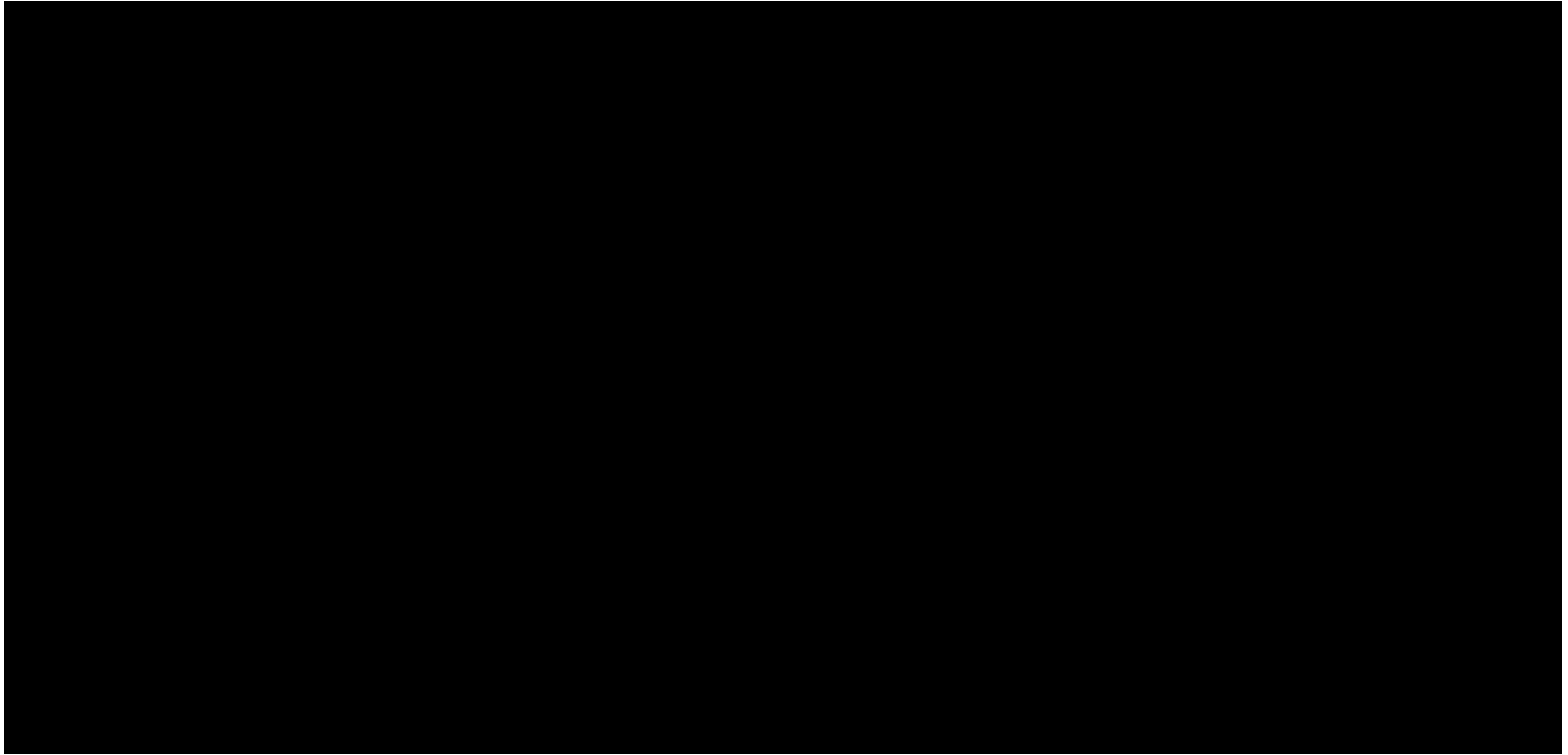
Impractical to view entire movie in class together

(Students can be assigned to view movie as class preparation)

Conspiracy In-class Viewing Plan *(Total Time - Approx. 1 Hour)*

- 0:00 – 14:00 Part 1 – Conference Setting
- 14:01-27:00 Part 2 – Conference Introduction: 15 Government and Military Officials receive a mandate
- 27:01-49:25 Part 3 – Arguments
- **58:00-01:05** **Part 4 – Methods 1**
- **01:12-01:18** **Part 5 – Methods 2**
- 01: 27:15 – 01:30 Part 6 - Closing

Demonstration and Discussion – Conspiracy (2001)



Parts 4 & 5

Adams Administrative Evil Typologies: Un-naming, moral inversion, diffusion of responsibilities, technical rationality

**2 minute break
to assemble in small groups**

Planning Lessons using Contemporary Cinema
Group Lesson Planning Activity

Contemporary Cinema

- Research focuses on movies made in the US in the new millennium
- That highlight public administrators positively
- Feature public administrators in leading roles
- Include women and minorities in leading roles
- Examples: Erin Brockovich, The Ron Clarke Story, The 33
- Useful sources: American Film Institute Catalog of Motion Pictures Produced in the US; Internet Movie Database- IMDb.com; Movies on the history of PA, University Library American University, Washington DC - <https://blogs.library.american.edu/filmographies/work.html>

Planning Lessons using Contemporary Cinema: Good Practices

- First, specify desired learning outcomes in keeping with course learning objectives
- Use *Nilson's action verbs for writing powerful outcomes
- Ensure relevance when selecting viewing material
- Consider student attention span when organizing viewing- segment
- Plan viewing and discussion to facilitate learning processes**
- Design questions to monitor student understanding

*Teaching at its best: A research based resource for college instructors (3rd ed.) Jossey-Bass

http://www.pharmacy.cmu.ac.th/unit/unit_files/files_download/2014-05-02Teaching-at-its-best.pdf

**Bloom's Taxonomy: <http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>

Planning Lessons using Contemporary Cinema: Good Practices

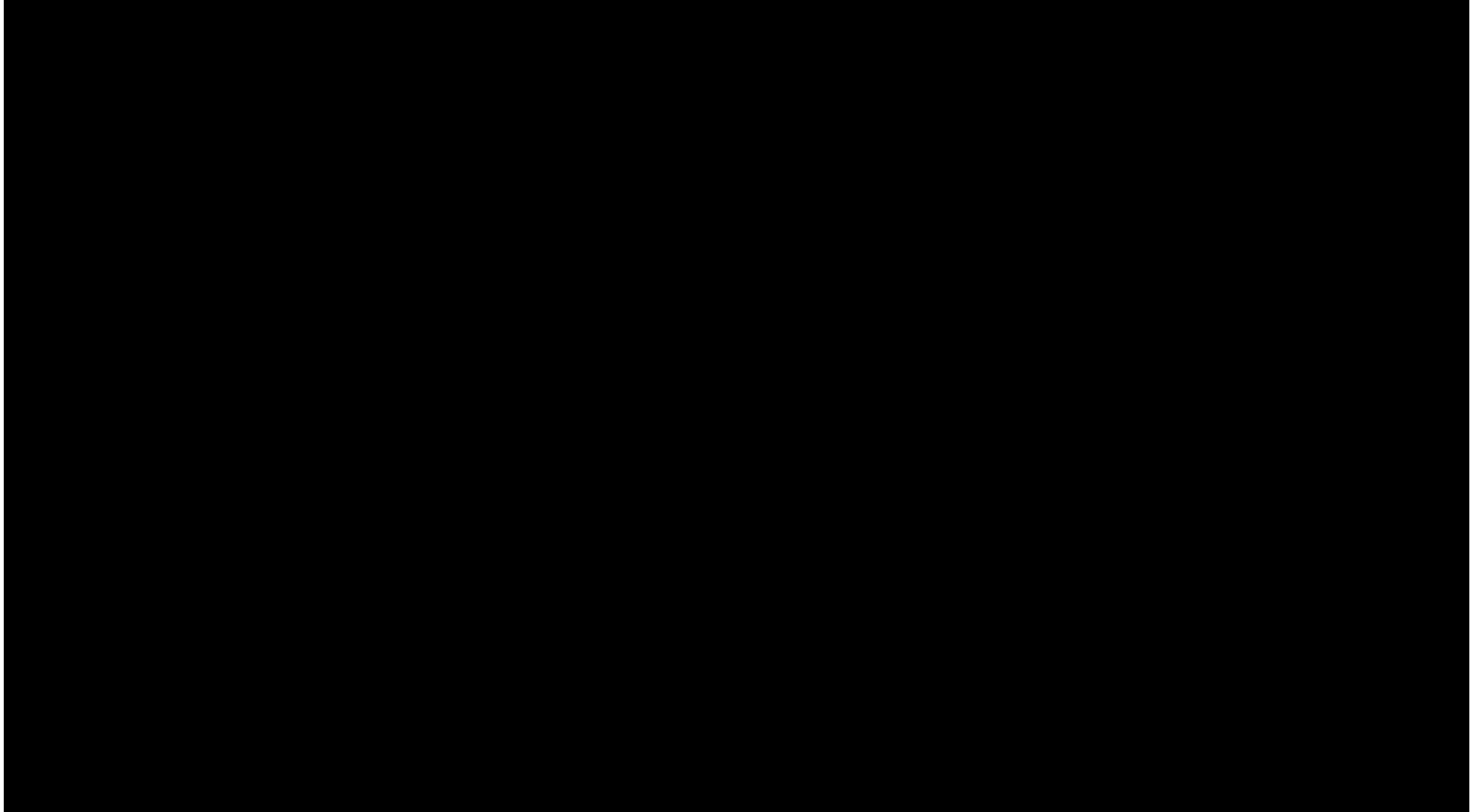
- Specify desired learning outcomes in keeping with course learning objectives
 - Use *Nilson's action verbs for writing powerful outcomes
- Plan viewing and discussion to facilitate learning processes
 - Apply **Blooms Taxonomy moving from lower order thinking skills to higher order thinking skills:
remembering, understanding, applying analyzing, evaluating, creating
 - Nilson's version: *knowledge, comprehension, application, analysis, synthesis, evaluation*

*Teaching at its best: A research based resource for college instructors (3rd ed.) Jossey-Bass

http://www.pharmacy.cmu.ac.th/unit/unit_files/files_download/2014-05-02Teaching-at-its-best.pdf

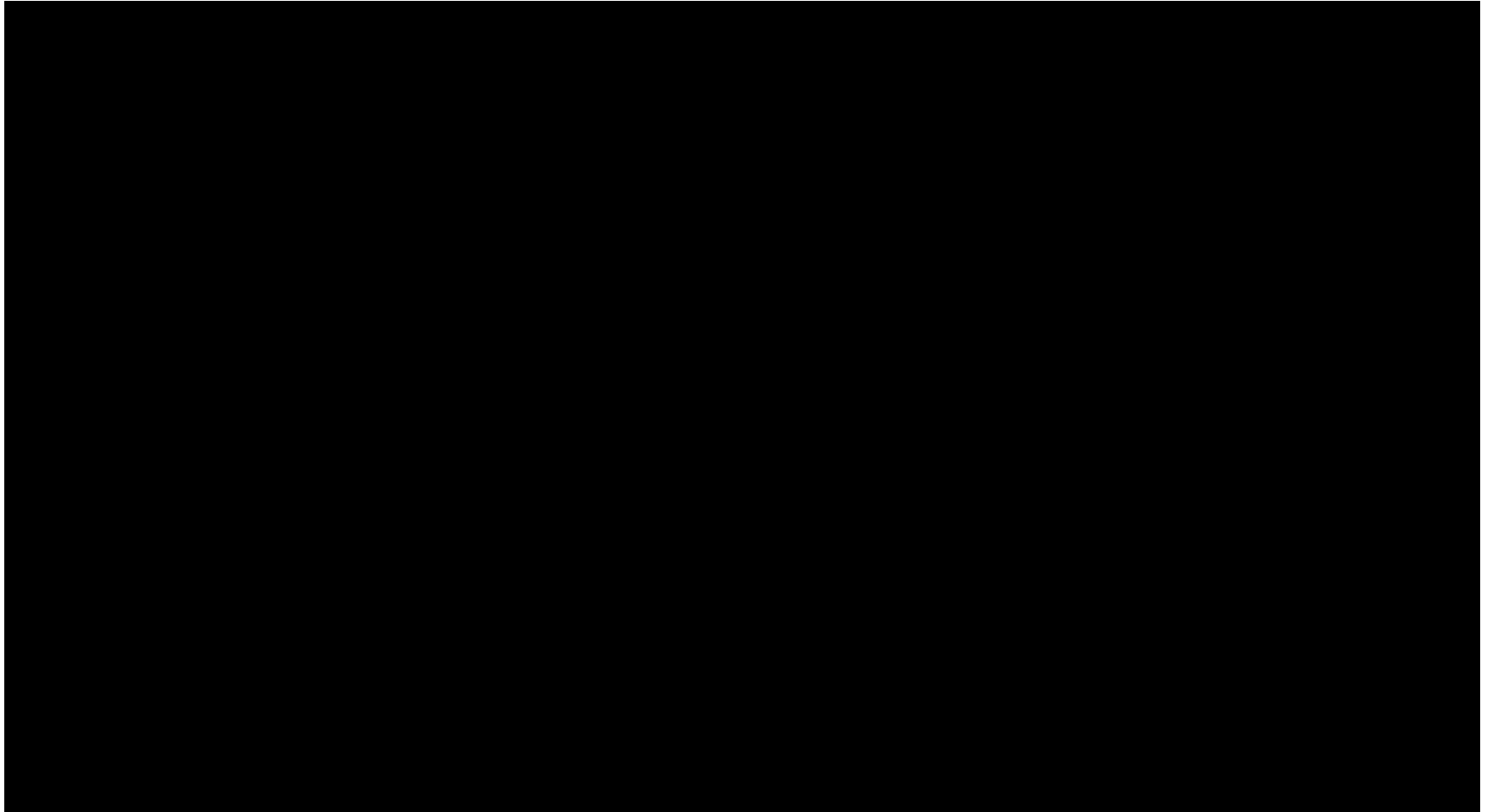
**Bloom's Taxonomy: <http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>

Group Lesson Planning Activity



Following best practices, let's consider the possibilities for developing lesson plans using this excerpt from Erin Brockovich (2000) in a PA course of your choice

Group Lesson Planning Activity



Following best practices, lets consider the possibilities for developing lesson plans using this excerpt from The Ron Clark Story Matthew Perry, Ernie Hudson (2006)in a PA course of your choice