



Working group

The Constructive Strategies in Teaching Humanities with Films¹

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The main research question: is it possible to apply the constructive methods of education in teaching humanities with films. The skeptics suppose: it is not possible for several reasons. The article starts the discussion, suggests some arguments for justification of positive answer and reveals several different possible experiences of including constructionism in teaching humanities with films. The theoretical premises for these approaches are the pragmatic pedagogy of John Dewey, Deleuzean theory of cinema and Paul Ricouer's theory of personal identity

The authors discovered and suggested three possible ways of using constructive strategy in the process of teaching with films: 1. Creation of the students their own multimodal projects, trying to find proper images for their ideas; 2. Watching films alongside with reflection of some philosophical concepts, afterwards writing essays and presenting them to the group in the discussion as the possibility to encounter the glimpses of reality from the different specter of perspectives; 3. Using film as a challenge to purify student's own mimetic processes by placing them in a broader metaphorical context. The film in this case is the imaginative-metaphorical construction of the personal identification process. The authors discuss the three strategies as parallel, not opposing or excluding each other. All three strategies lead to the constructing students' world view not with very concrete separate elements of clear shape and content, but with elements of absolutely different level, plane, from the different assemblages and enlarge the capacity of their critical and creative thinking. Also these approaches develop their social capacities – the ability of the understanding and communication with the different other.

Keywords

constructionism, humanities, teaching with films, Deleuze, film theory, Personal identity

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