

A study on the class of education that builds students' character through films -Classes at the University of Liberal Arts-

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영화를 통한 인성교육수업연구 -대학교양수업 중심으로-

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Abstract The purpose of this study is to use films character education lessons to be enabled. For this study an experiment was conducted with students to character education lessons in the University of Baekseok. It was to observe whether the student's satisfaction with the questionnaire in the last lesson of character education. Observations of character education with film are very effective for University students. Therefore, this paper is to share the following results. First, this study is a model of teaching character education through film that would be proposed. Second, using film character education lessons will be conducted in a real university. Thus, the satisfaction of students will be examined. Third, using film to demonstrate the effectiveness of character education classes would be. Finally, the use of film in teaching character education curriculum according to the character would be proposed.

Key Words : Film, Character education, the University of Liberal Arts, Personality, Teaching method.

요약 이 연구의 목적은 영화를 사용하여 인성교육수업을 활성화 하는데 있다. 이 연구를 위해 백석대학교 학생들에게 영화를 통한 인성교육 수업을 진행하였으며 마지막 수업에 설문지를 갖고 학생들의 인성교육수업의 만족도 여부를 관찰하였다. 관찰 결과는 영화를 통한 인성교육수업이 대학생들에게 매우 효과적임을 타나내고 있다. 따라서 이 논문을 통해 다음의 내용들을 나누고자 한다. 본 논문은 첫째, 영화로 시도하는 인성교육 교수법을 제시하고, 둘째, 영화를 이용한 인성교육 수업을 실제로 대학에서 실행하여 학생들의 만족도를 조사하였으며, 셋째, 성품교육 수업의 효율성이 입증되도록 영화사용을 하여, 끝으로 성품에 따라 영화인성교육과정 교수법을 제안하고자 한다.

주제어 : 영화, 인성교육, 대학교양과목, 성품, 교수법.

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1. Research Overview

1.1 The purpose of the study

The purpose of this study is to utilize an integrated model of character education by using a film which has relevance and by using the professor's interpretation for university students and to find out educational efficiency and the satisfaction of students in Korea[1].

1.2 The target and the period of study

An experiment was conducted with 260 students divided into 8 classes of liberal arts which is called "Character education lessons" in the first grade of Baekseok University. The length of this study was during a 15 week period 27th Aug, 2013 to 19th Dec, 2013. This study was carried out during the 15-week course, 3 weeks for lecture only, 3 weeks for the PPT and lecture only, 3 weeks for film only, 5 weeks for film and lecture only and one week for survey. Based on the data, the results of the study are listed below. The survey along with the work showed that students' interest and expectation on improving their character ability were fairly high. After the lesson, learners improved character ability to handle problems in a variety of situations[2]. The outcome was that the experimental class in which the students needed to participate in actively had a higher student concentration rate than that of the controlled class in which students used only a text book, lecture and PPT only. It was shown that the suggested model using a film increased the learner's motivation, interest, and desire in the classroom[3].

1.3 Research methods

The experimental group that took the classes by using a film which had relevance showed more positive results in their satisfaction than the control group's by not using a film. In order to demonstrate the efficiency of the model for character education lessons by using a film, learner's satisfaction were analyzed through

independent sample t-test. After the class, the p-value of the experimental group was lower than 0.5. This meaningful figure was used to explain the learning effects in the experimental group. As a result, character education lessons by using film in the classroom helps to arouse students' interest and motivations. It offers lots of opportunities to have vicarious cultural experiences for students in various situations, so they could remember the contents they learned for a long time. Using films in the classroom evenly promotes character ability.

2. Character education lessons by using films.

2.1 Select of appropriate film in character education.

2.1.1 Movie scenes are motivated enough to give must be the proper stimulation.

2.1.2 The subject is supposed to be a realistic and reliable and should be touched if possible.

2.1.3 The length of the film it is advisable for 25 minutes and, if possible, be divided into three parts: 8 minutes apiece.

2.1.4 Learners should be able to attract the attention and interest of.

2.1.5 The film must be appropriate to the level of the learner experience film[4].

2.2 Used films

2.2.1 Charlie and the Chocolate Factory, 2005.

2.2.2 Billy Elliot, 2000.

2.2.3 Fly away home, 1996.

2.2.4 Click, 2006.

2.2.5 Source Code, 2011.

2.2.6 August Rush, 2007.

2.3 Examples of the use of the film at the classroom(Click, 2006)[5].

2.3.1 1CD 14: 20 – 20: 07 Powerful remote control.

A wise person is someone who knows the value of time.

2.3.2 2CD 32: 38–38: 24 The son of the marriage, wife's remarriage and heart attack.

The memory will be lost in time.

2.3.3 2CD 38: 25–44: 26 The importance of family.

You should not miss the priority of time.

2.4 The film episode and lessons plans in film "Click"

(Table 1) The movie episode and lessons plans in film "Click" [6].

Episode Title	Time (film+Lecture)	Content of film
1 (1CD 14:20-20:07) A wise person	6min+8min.	Powerful remote control
2 (2CD 32:38-38:24) Real happiness	6min.+8min.	The son of the marriage & heart attack
3 (2CD 38:25-44:26) The priority	6min+8min	The importance of family

3. Survey results

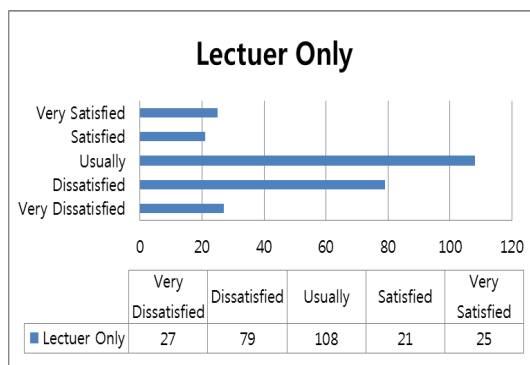
Period of this study was from August 27, 2013 to December 19, 2013, was for a total of 15 weeks. The questionnaire was used for the following questions , the results of the study are as follows.

(Table 2) Questions for effective character education classes in film[7].

Questions for effective character education classes in film
1. "When you heard the lecture without the film in your character education lessons, what about your satisfaction?" 1) Very Satisfied 2) Satisfied 3) Usually 4) Dissatisfied 5) Very Dissatisfied
2. "When you heard the lecture with PPT without the film in your character education lessons, what about your satisfaction?" 1) Very Satisfied 2) Satisfied 3) Usually 4) Dissatisfied 5) Very Dissatisfied
3. "When you see only film without interpretation in your character education lessons, what about your satisfaction?" 1) Very Satisfied 2) Satisfied 3) Usually 4) Dissatisfied 5) Very Dissatisfied
4. "When you heard the lecture with film in your character education lessons, what about your satisfaction?" 1) Very Satisfied 2) Satisfied 3) Usually 4) Dissatisfied 5) Very Dissatisfied
5. "What is the most important things in your character education lessons by using film?" 1) Select of film 2) Interpretation of professor about films 3) Concentration of students 4) Etc.

3.1 Lecture only

This question is like this, "When you heard the lecture without the film in your character education lessons, what about your satisfaction?"

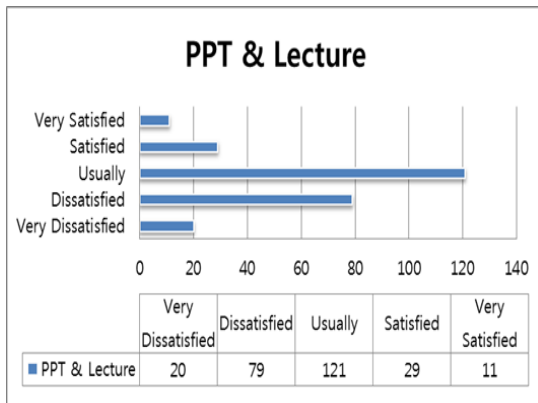


(Fig. 1) Students satisfaction(Lecture only without film)

In the case of the first question, the students' satisfaction is fairly low. This reflects the lecture itself is not the most important thing in the character education. The answer to this question is informed that character education is to be made through something other than a lecture[8]. How to simply lecture in character education does not so efficient[9]. The only lesson that is not efficient in character education. Therefore, different teaching methods should be considered for effective character education. It looked to consider the following questions.

3.2 PPT & Lecture only

This question is like this, "When you heard the lecture with PPT without the film in your character education lessons, what about your satisfaction?" The result is as follows.



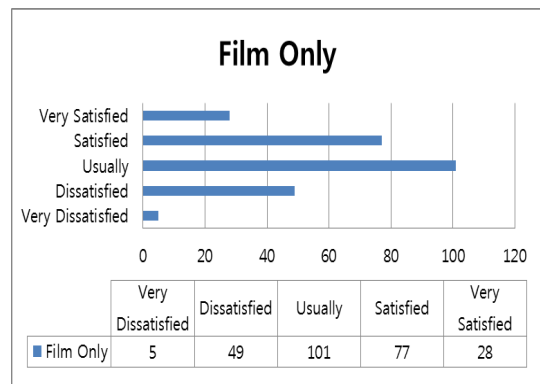
[Fig. 2] Students satisfaction(Lecture with PPT without film)

For the second question, the students' satisfaction is fairly low like as the first question too. This reflects that both of teaching method together with PPT and the lecture is not the best important thing in the character education. The answer to this question is informed that character education is to be made through something way other than a lecture and PPT. How to simply lecture with PPT in character education

does not so efficient. Therefore, different teaching methods should be considered for effective character education[10].

3.3 Film only

This question is like this, "When you see only film without interpretation in your character education lessons, what about your satisfaction?" The result is as follows.

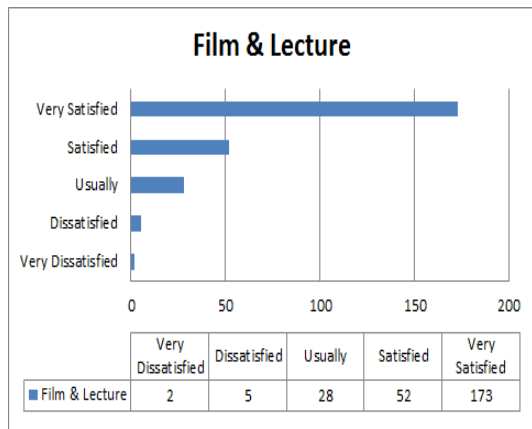


[Fig. 3] Students satisfaction(Film only without Interpretation)

For the third question, students' satisfaction is not high so as well as the first and second questions. Satisfaction is a little high, but not the best. Simply showing the film tells us that is not the best way ever. This indicates that the only way to watch a movie simply is not the best way of character education[11]. The answer to this question is informed that character education is to be made through something way other than film only. Simply watching movies only for character education is not so efficient. Therefore, different teaching methods should be considered for effective character education.

3.4 Film & Lecture

This question is like this, "When you heard the lecture with film in your character education lessons, what about your satisfaction?" The result is as follows.

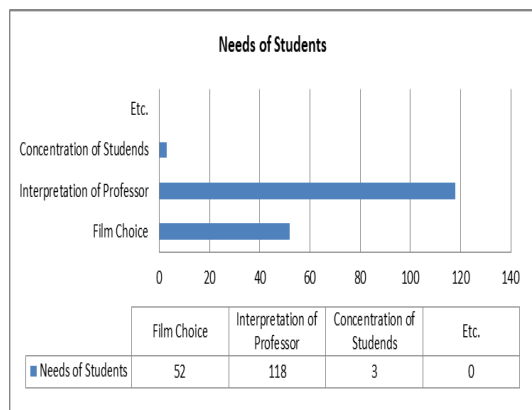


[Fig. 4] Students satisfaction(Lecture with film)

Student satisfaction in the fourth question is very high. This means that satisfaction is highest when the professor teaches film and its interpretation to the students together[12]. This proves that the professor is to get the best effect for students when talking with the film and its interpretation. How to teach with films and lectures will be that indicates that it can be a good model in character education[13].

3.5 Needs of students

This question is like this, “What is the most important things in your character education lessons by using film? The result is as follows.



[Fig. 5] Needs of Students

The last question in the survey has given us an interesting fact. It's what students think the most important in character education with film was just training film with interpretation of the professor. Therefore it is most needed in the character education can be said description and interpretation of the professor, not just films. Effective character education is that it appears to have good results when the professor described and interpreted as moving a good films[14].

4. Conclusion

In conclusion, Importance of using multimedia materials like films should be emphasized in the class room. Because it can develop equally the various character ability and improve communicative competence of Korean University students[15].

First of all, the character education lessons by using film have to give a big help to improve the concentration of the students improve education classes are giving big help. Character education lessons by using the film are to stimulate students ' motivation into active and aggressive they were guided lessons[16].

Secondly, the best satisfaction of the students in their character education lessons, when they are heard together lecture and film. This is to imply that the interpretation of film is more important rather than film or lecture only.

Thirdly, we should be more widely to develop teaching methods by using film to improve character ability of students because that the efficiency for character education by using film was proved[17].

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