

A Study on the effectiveness of convergence gender equality education with film -Focused on Elementary-

Deokman Kim
University of Baekseok

영화로 하는 융복합 양성평등교육 효율성 연구 -초등학교를 중심으로-

김덕만
백석대학교

Abstract The purpose of this study is to examine the effectiveness of the film in gender equality education classes for elementary school students. For this study an experiment was conducted with students to gender equality education lessons in the 5th grade of Seongwhan elementary school in Cheonan. It was to observe whether the student's gender consciousness changes with the same questionnaire in the starting lesson and the last lesson of gender equality education. Observations of gender equality education with film are very effective for elementary school students. Therefore, this paper is to share the following results. First, this study is a model of teaching gender equality education through film that would be proposed. Second, using film gender equality education lessons will be conducted in a real elementary school. The satisfaction of students will be examined. Third, using film to demonstrate the effectiveness of gender equality classes would be. Finally, the use of film in teaching of gender equality according to the curriculum would be proposed.

Key Words : Gender equality education, Film, Gender Role, Elementary school, convergence.

요약 이 연구의 목적은 초등학교 학생들을 위한 양성평등교육 수업에서 영화의 효율성을 검증하는 것이다. 이 연구를 위해 천안성환초등학교 5학년 학생들에게 영화로 하는 양성평등교육 수업을 진행하였으며 처음과 마지막 수업에 같은 설문지를 갖고 학생들의 양성평등 인식변화 여부를 관찰하였다. 관찰 결과는 영화를 이용한 양성평등교육이 초등학생들에게 매우 효과적임을 타나내고 있다. 따라서 이 논문을 통해 다음의 내용들을 나누고자 한다. 첫째, 이 연구는 영화를 통한 양성평등교육의 교수법을 제시할 것이며, 둘째, 영화를 이용한 양성평등교육 수업을 실제로 초등학교에서 실행하여 학생들의 만족도를 조사하였으며, 셋째, 양성평등교육 수업의 효율성이 입증되도록 영화를 사용하는 양성평등 교육과정 교수법을 제안하고자 한다.

주제어 : 양성평등교육, 영화, 성역할, 초등학교, 융복합.

*본 논문은 2015년 백석대학교 학술연구비에 의하여 지원되었음.

Received 6 December 2014, Revised 20 February 2015

Accepted 20 March 2015

Corresponding Author: Kim, Deokman(Baekseok University)

Email: jacob@bu.ac.kr

© The Society of Digital Policy & Management. All rights reserved. This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

ISSN: 1738-1916

1. Research Overview

1.1 The purpose of the study

The purpose of this study is to utilize an integrated model of gender equality education by using a film which has relevance and by using the teacher's interpretation for elementary students and to find out educational efficiency and the satisfaction of students in Korea.

1.2 The target and the period of study

An experiment was conducted with 120 students divided into 2 classes for "gender equality education lessons" in the 5th grade of Seongwhan elementary school in Cheonan. The length of this study was during a 14 week period 28th Mar, 2014 to 14th Nov, 2014. This study was carried out during the 4-week course. The questionnaire was prepared based on gender equality awareness of elementary school students. The results of questionnaire will be compared with the data. 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 gender equality awareness were fairly high. After the lesson, learners improved gender equality awareness to handle problems in a variety of situations. 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 without films. It was shown that the suggested model using a film increased the learner's motivation, interest, and desire in the classroom[1].

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 gender equality education lessons by

using a film, learner's satisfaction were analysed 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, gender equality 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 gender equality awareness.

2. Gender equality education lessons by using films.

2.1 Select of appropriate film in gender equality education

1	Movie scenes are motivated enough to give must be the proper stimulation
2	The subject is supposed to be a realistic and reliable and should be touched if possible.
3	The length of the film it is advisable for 25 minutes and, if possible, be divided into three parts: 8 minutes apiece.
4	Learners should be able to attract the attention and interest of.
5	The film must be appropriate to the level of the learner experience film.[2]

2.2 Used films[3]

1	Billy Elliot, 2000
2	Quiz King, 2005.
3	Fly away home, 1996
4	Dancing Queen, 2012.
5	Speed Scandal, 2008.

2.3 Examples of the use of the film at the classroom (Billy Elliot, 2000)[4].

2.3.1 1CD 25:40 – 29:26 Conflict of Billy.

Billy wants to be a ballet player but his father wants to become a boxer.

2.3.2 1CD 44:30 – 50:40 Billy’ s Frustration and Help of Teacher.

Dreams are coming through to overcome the frustration.

2.3.3 2CD 30: 22 – 34:00 Audition of Billy.

What does it feel like when you are dancing? So feels goods, so disappear, change body, fire body, bird, electricity.

2.3.4 2CD 43:15 – 48:11 Performance of Royal Ballet.

Success and performance in London.

2.4 The film episode and lessons plans in film “Billy Elliot”

〈Table 1〉 The movie episode and lessons plans in film “Billy Elliot, 2000”

Episode	Title	Time (film+Lecture)	Content of film
1	(1CD 25:40 – 29:26)	4min. + 5min.	Ballet and Boxer Conflict
2	(1CD 44:30 – 50:40)	6min. + 5min.	Dream and Fall Persuasion
3	(2CD 30:22 – 34:00)	4min. + 5min	Question about dancing
4	(2CD 43:15 – 48:11)	5min. + 6min	Successful performance

3. Survey results

Period of this study was from 28th Mar. 2014 to 14th Nov. 2014 . The survey was done from 24th. Oct. 2014 to 14th Nov. 2014 during the 4 weeks. The questionnaire

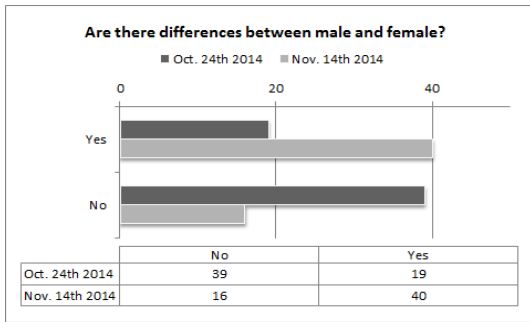
was used for the following questions , the results of the study are as follows.

〈Table 2〉 Survey about Gender Equality Education for Elementary School Students.[5]

Survey about Gender Equality Education for Elementary School Students.	
1.	Are there differences between male and female ? 1) Yes 2) No
2.	What is the difference between male and female? 1) Job 2) Role 3) Power 4) Body 5) Others
3.	The father shall be responsible for the cost of living expenses. 1) No Really 2) No 3) Usually 4) Yes 5) Yes Really
4.	Female should be dedicated to household chores such as washing dishes , laundry etc. 1) No Really 2) No 3) Usually 4) Yes 5) Yes Really
5.	The President of class shall be boy only at the election of school 1) No Really 2) No 3) Usually 4) Yes 5) Yes Really
6.	Dodge ball is for female only and Football is for male only. 1) No Really 2) No 3) Usually 4) Yes 5) Yes Really
7.	Military occupation, such as the construction is for men only. 1) No Really 2) No 3) Usually 4) Yes 5) Yes Really
8.	Job as like Dancing, nursing is for female only. 1) No Really 2) No 3) Usually 4) Yes 5) Yes Really
9.	I can distinguish gender differences and gender discrimination. 1) No Really 2) No 3) Usually 4) Yes 5) Yes Really
10.	I understand the gender characteristics of male and female. 1) No Really 2) No 3) Usually 4) Yes 5) Yes Really

3.1 Awareness of gender differences

This question is like this, “Are there differences between male and female?”

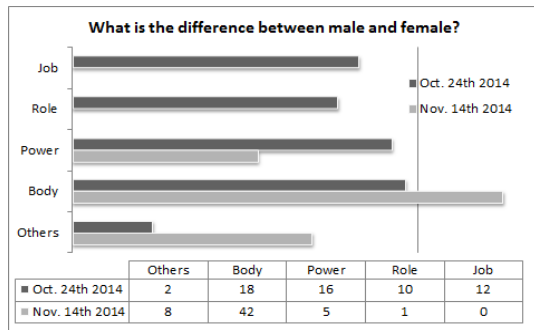


[Fig. 1] Changes of students after education of gender quality with film

In the case of the first question, the students' satisfaction is fairly high. This means that the gender equality education for elementary school students with film was the effect[6].

3.2 Difference between male and female

This question is like this, "What is the difference between male and female?" The result is as follows.



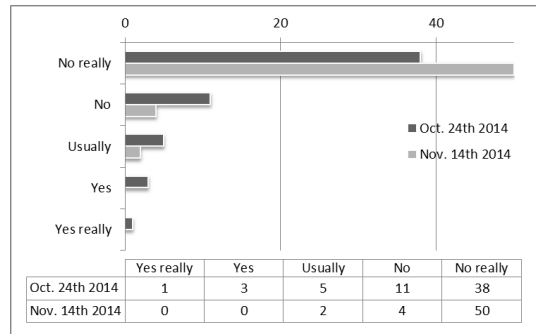
[Fig. 2] Changes in consciousness after education of gender role with film

After gender equality education, students learned about that differences between male and female was just the structure of the body.[7] Differences between male and female will not appear as a profession, role or power only due to the structure of the body[8].

3.3 Awareness of Gender Role in Job Choices.

This question is like this, "Job as like Dancing,

nursing is for female only." The result is as follows.



[Fig. 3] Changes in consciousness after education of gender role in job choices with film

If you see a movie than listening to a lecture that there is no discrimination on the job is much easier to understand. The film of "Billy Elliot, 2000" was used for gender equality education. Billy's father sends him to the gym to learn boxing, but Billy dislikes the sport. He happens upon a ballet class that is using the gym while their usual basement studio is temporarily being used as a soup kitchen for the striking miners. Billy joins the ballet class. He is enjoyed the ballet class[10].

When choosing a career, rather than discrimination based on gender should be given the opportunity due to the dreams and passions. The film has the advantage of easy to empathize us the story of this case.

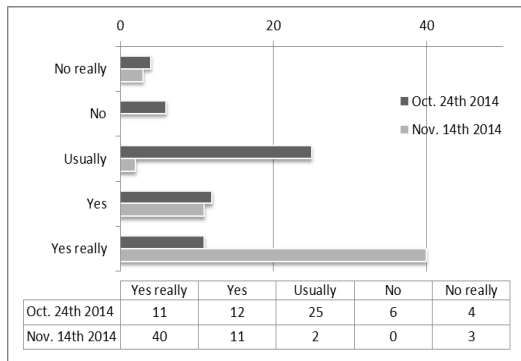
The answer to this question is informed that gender equality education with film is more effective.

3.4 Cognitive Ability on Gender Differences and Gender Discrimination.

This question is like this, "I can distinguish gender differences and gender discrimination." The result is as follows.

It is very difficult for the fifth grade elementary students to distinguish differences between gender differences and gender discrimination. However, students were able to understand easily through the film and lecture. This means that satisfaction is highest when

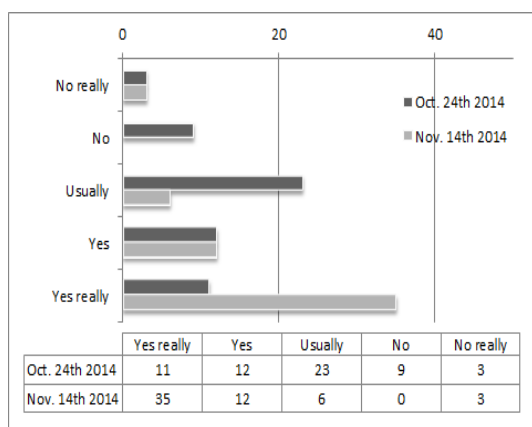
the teacher teaches film and its interpretation to the students together. This proves that the teacher is to get the best effect for students when talking with the film and its interpretation. How to teach with films and lectures will be that indicates that it can be a good model in gender equality education.



[Fig. 4] Changes in cognitive ability after education of gender difference and gender discrimination with film.

3.5 Cognitive Ability on Gender Characteristics.

This question is like this, “I understand the gender characteristics of male and female.” The result is as follows.



[Fig. 5] Changes in cognitive ability after education of gender characteristics with film.

In question for the understanding of gender characteristics questions students had a lot of difference after gender quality education. This means that cognitive ability about gender characteristics of the students was increased after gender quality education with film[11].

It is most important that the teachers choose the film and to use it well and efficiently for gender equality education in elementary schools. I. Therefore it is most needed in gender quality education can be said description and interpretation of the teachers, not just films.[12] Effective gender quality education is that it appears to have good results when the teachers described and interpreted as moving a good films[13].

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 gender equality awareness and improve communicative competence of elementary school students.

First of all, the gender equality 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[14]. Gender equality lessons by using the film are to stimulate students’ motivation into active and aggressive they were guided lessons.

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

Thirdly, we should be more widely to develop teaching methods by using film to improve gender equality of students because that the efficiency for gender equality education by using film was proved[15].

ACKNOWLEDGEMENT

This work was supported by the research grant of Baekseok University in 2015.

REFERENCES

- [1] Jihye-Whang, Research on Correlation between Film Education and Waldorf Educator, Ph.D. dissertation, Cheongju University. 2012.
- [2] Ji won Lee, Kyung-hee Kang, "Study about the relationship between self-esteem, depression and stress of students according to school system", Journal of the Korea Convergence Society, Vol. 5, No. 4, pp. 69-74, 2014.
- [3] <http://movie.naver.com/movie/bi/mi/basic.nhn?code=31013>
- [4] Merry Rich, (Jongin Lee), Philosophy and Cinema. Seoul: Space and Time Press, 2004..
- [5] Hyojeong-Kim, A Study on Development and Effectiveness of Cinema-Literacy Education Program Based on Arts Propel. Ph.D. dissertation, Hanyang University. 2011.
- [6] Philip Fitch Vincent, Youngsook-Lee, Developing Character in Students. Seoul: Korea Association of Character, 2013.
- [7]http://www.kigepe.or.kr/sub03/list.asp?Board_CD=19
- [8] Young-Ae Jung, "A Study on the Education Model for Information Literacy Improvement of Multi-cultural Family Children", Journal of the Korea Convergence Society, Vol. 2, No. 1, pp. 15-20, 2011.
- [9] Jong-Yun LEE, "r-Learning and Educational Information Policies", Journal of the Korea Convergence Society, Vol. 1, No. 1, pp. 1-15, 2010.
- [10] Changwoo-Jeong, Evaluation of Moral teaching and learning methods, Keonggi Koyang: Human Love, 2013.
- [11] Deleuze,(Jeeyoung Lee), Philosophie et cinema. Seoul: Yeolwhadang, 2011.
- [12] Wangjoo-Lee, Philosophy + Film Seoul: Hyohyung, 2005.

- [13] Yonghee-Kim, Seungyeon-Lee, Ask to the world in film. Seoul: Age21, 2013.
- [14] Daejin-Beom, Character Education. Keonggi Koyang: Sangsang Tree, 2014.
- [15] Cha, Seungmin, The hidden heart of a child is seen looking at a movie together. Seoul: Fir forest Press, 2013.

김 덕 만(Kim, Deok Man)



- 1987년 2월 : 충신대학교 (문학사)
- 1990년 2월 : 충신대학교 (M. Div.)
- 2009년 2월 : 백석대학교 (Ph. D.)
- 1998년 3월 ~ 현재 : 백석대학교 교수
- 관심분야 : 성품교육, 영화해석, 신약해석
- E-Mail : jacob@bu.ac.kr