

Graduate Showcase Submission

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Abstract

The pedagogical use of film and video in education advanced alongside the technology that enabled it in the 20th century. Early adopters of educational film adapted feature films or relied upon a catalog of educational films for content. The medium fit with the reform rhetoric of the Progressive Era: by confirming the educational value of film, civic leaders were able to claim influence over the medium. Nearly a century before Mayer's Cognitive Theory of Multimedia Learning, the invention of sound in film prompted educators to consider the effect of multiple sensory inputs on learning. Early in the 20th century, agencies in the United States federal government used educational film for public education, publicity, internal communication, and employee development. Further advancements in educational film came when the U.S. military invested in propaganda and training films during World War I and World War II. As advancements from wartime innovation diffused, film and other forms of instructional technology became an established part of education. The invention of videotape mid-century meant that video production no longer required expensive equipment and professional expertise. As early as the 1970s, professors were operating as video producers, creating videos to supplement classroom instruction. In the same era, educational philosophies such as constructivism, social learning theory, and engagement theory promoted learner-centered curricula. Digital video and online distribution brought video production into the homes and classrooms of everyday Americans, and the student-produced video project emerged as form of digital scholarship. As Saettler (1968) observed nearly fifty years ago, the

history of educational film is, in many ways, a history of educational technology in America.

Goals

- Communicate the educational value of film and digital video
- Document the historical use of educational film in America
- Recognize critical early innovations regarding the use of educational film
- Identify the factors that lead educators to use film as pedagogical strategy

Relevance

This abstract is an excerpt from the literature review of the applied research project that I intended to complete during my final semester as a graduate student (Fall 2016). The focus of my research is the nature of student-produced video assignments at JMU, what steps that students take to prepare for and complete the assignments, and how students perceived the educational value of video production.

Summary

The work is an APA-style research paper of approximately 12-15 pages. I prefer to present this as a poster session or exhibit in order to take represent of visual and multimedia elements that make film so appealing.

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