

Social Studies Education with Cinema Films: A Case Study

Research Article

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ABSTRACT

Films are a tool that help students understand and be a part of the real and imaginary world as well as the worlds of others. At the same time, films enable them to understand life by watching them, to become critical consumers about what they see, to gain the ability to appreciate and analyze the film they watch, and to explore social issues with the themes of the film. On the other hand, as the films are very familiar to students' daily lives, its use as a course material becomes a tool to enrich their learning environment. In this regard, determining the effectiveness of the use of films as a Social Studies course material is the problem of the research. Therefore in this study, during their Human Relations and Communication units of their Social Studies lesson, 7th grade students attending a private secondary school are asked about their opinions on the effect that movies have on the learning process when it is used as a teaching material. Following the film screenings, through handing out film analysis worksheets, it is aimed to determine the effectuation of acquisitions, skills and values related to this subject and others related to it. The research model is designed as case study. The study group consisted of 28 students (11 girls and 17 boys) attending Hasan Şadoğlu Secondary School classes 7 / A and 7 / B of 2017-2018 in the Maltepe district. As a result of the case study method, the findings obtained from the research were generalized only for this study group. The data obtained from The Chorus, The Truman Show and The Visitor Film Analysis Papers used during the research were constructed through content analysis. After the Film Analysis Papers, "Film Analysis and Self Assessment Forms" were implemented as an open-ended questionnaire in order to determine the understanding of acquisition, skills and values gained by the students concerning the subject unit and other relevant subjects. The outcomes, skills and values effectuated on the students were determined by calculating the frequency and percentages of the data obtained from these forms. An open-ended "semi-structured questionnaire" was applied to the students to determine whether studying with films changed their attitude towards the subject or not. The data obtained from the interview is subjected to descriptive analysis. In conclusion, in this study, it was determined that the use of films in Social Studies education was effective in acquiring the acquisition, skills and values of this course.

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Keywords:

Social Studies education, cinema films, use of films in teaching.

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Introduction

Rapidly developing technology is becoming prominent in every aspect of our daily life as well as taking its place in the field of education. Technology, which is increasingly used in schools, classes and similar teaching environments, is reflected on teaching materials in order to improve the quality of education. Teaching materials vary greatly, ranging from chalkboards to computers, helping teachers deliver targeted achievements towards their students.

Studies about learning reveal that the more the numbers of sensory organs are active in the learning process, the more lasting the leaning will be. Therefore, it is thought that learning with technology will be more permanent since the learning environment using it address towards more senses. The importance of the use of visual technology in education is more noticeable, especially considering that the new generation spends most of their time in front of audio and video communication devices such as computers, internet and television. (Nağacı & Ercoşkun, 2005, p. 142; Demircioğlu, 2007, p. 78; Türker & Aslan, 2008, p. 93; Mandiracıoğlu, Hassoy & Karababa, 2011, p. 31).

Films, which are one of the most influential of visual materials, form rich learning environments in the classroom and can be seen as an educational element in their own right. In accordance with the mentality of constructivist learning, it is possible that necessary high-level thinking skills such as analysis, synthesis and evaluation can be gained through films. In addition, students can develop socio-cultural characteristics by analyzing the relationships between film and social elements (Chansel, 2003; Birkök, 2008, p. 4).

Through the combination of images, motion and sound elements, movies are able to transfer more information to individuals in a simpler and more comprehensible manner than written texts. Rather than having abstract meanings of sound and emotion being conveyed in a written way, the use of films to express these aspects resolves them into an effective material. In addition to all its qualities primarily due to it being a form of art, films are capable of conveying social aspects and the actual meanings and emotions of events. In other words, a social element or emotion described in any text in a workbook cannot be accomplished better than what a film scene can make or feel. Films reveal the enactment of life as a whole with all its factors whether abstract or concrete. This ensures that a few hours of movies can convey the message written in several pages of text in an even clearer and simpler way. (Birkök, 2008: 3). Briefly, apart from containing and conveying a lot of visual and auditory information, films reflect the meaning of this information, simplify complexity and thanks to the public opinion of cinema, make it easier to understand than written texts. (Frieden & Elliott, 2007, p. 61).

In this context, the aim of the study is to determine the effect of using films as a teaching material on 7th graders' learning process. In this regard, the question which states the problem of this research would be: "What is the effect on the process of learning if films are used as a teaching material during Communication and Human Relations Units in a 7th Grade Social Studies class?".

Method

Research Model

The research model is designed as case study. The case study method involves an in-depth study of a single case or event rather than following certain rules by examining a limited number of variables (Davey, 2009). In this case, contrary to experimental studies, case studies are evaluated not in generalization but in the specific context of the particular situation (Marrais and Lapan, 2004).

Study Group

The study group consists of 28 students (11 girls and 17 boys) attending Hasan Şadoğlu Secondary School classes 7 / A and 7 / B in the 2017-2018 academic year. As a result of the case study method, the findings obtained from the research were generalized for this study group.

Data Collection Tools

The data of the study were collected by using film analysis papers, a film meaning decoding chart, a student self-evaluation form and a semi-structured interview form. The following is a summary of the process of determining the acquisition, value and skills to be effectuated in the students and the process of monitoring and gathering of data collection tools.

Process Method

The teachers who carried out the research performed a thematic film screening related to the aforementioned acquisition, skills and values. After researches were carried out in the data bases of IMDb and the British Film Institute, a film repository was created by using expert opinions. The films in the film repository were examined with a "Teacher's Film Checklist" and were eliminated to be reduced to three.

The first out of the three is the 2004 French film *The Chorus* directed by Christophe Barratier. The original name of the film is *Les Choristes*. *The Chorus*, a musical drama film, is about a music teacher being appointed at a badly run school and how he influences the lives of problematic students by using music and positive communication language. The film takes place in post-war France in 1949. Unemployed music teacher Clement Mathieu (Gérard Jugnot) upon an offer, starts working at boarding a school for boys. At the school called "Fond de l'Etang" ("Bottom of the Pond"), there are mostly orphaned and poor students consisting of totally different characters who portray rebellious attitudes and examples of negative communication. The school principal (François Berléand) is very hard on the students and tries to provide discipline by using bad language and punishments such as closing them up in a cell and giving beatings. Clement, who thinks that using such punishments and language will not end up with any conclusions, and thinks that the punishments will encourage the students to tell on each other and the conflict between them to increase. In his mind, the solution is to reach out to the students through what he knows best, music. And this way, he opens the doors of a different world.

With this film, the following acquisitions were made in the units Communication and Human Relations: "recognizing the positive and negative attitudes and behaviors and comparing them with their attitudes and behaviors" and "recognizing the importance of communication in positive relationships between people". The acquisitions were analyzed using the film analysis worksheets handed out after the screening of *The Chorus*. After watching the film, the students were asked to analyze these aspects using the film analysis worksheets provided. The communication skills of the unit were reinforced during classroom discussions as requested by the questions in the film analysis worksheets.

During the course of the discussion, skills from other subjects such as "conversational" language skills of the Turkish subject and "listening-following" skills in the same subject were also developed.

And relative to the subject Guidance and Psychological Counseling, the skill of "using communication skills to resist peer pressure" has been developed by analyzing the positive and negative characteristics of communication models established by students of the same peer group attending a boarding school shown in the film. Due to the positive communication channels Clement Mathieu (the music teacher) was trying to establish with his students, communication problems between problematic students were resolved. Based on this example, the skill "an influential person analyzes the importance and formation of relationships" is reinforced. The acquisition of this subject, which is "toleration of interpersonal differences in communication",

is in correspondence with the direct value of the unit: "Respect for Differences". At a regional boarding school in France where there are problematic children with different characteristics, the music teacher Clement Mathieu forms a school choir and out of his respect for children rights, he helps them open up positive channels of communication to increase their respect for each other. This led to the reinforcement of value as well as the acquisition in question.

With regard to Health Culture and Entrepreneurship, there are the following acquisitions: "It features the ways to communicate effectively. It exemplifies attitudes and behaviors that sustain or harm a relationship. It presents the importance of establishing and maintaining meaningful relationships. It questions whether communication with others is good or not". These traits reinforce the exemplary communication practices of the music teacher Clement Mathieu, who taught with a reward-based manner rather than with punishment and set a positive disciplinary approach instead of negative regulation.

In Human Rights and Citizenship Education class, these are the acquisitions: "making recommendations for more effective implementation of human rights in the society" and "stating that it is a civic duty to apply to the competent authorities in case of violations of rights". While emphasizing on the negative impact the school principal had on the students by encouraging them upon violence, beating practices and cell punishment, at the end of the film, the principal being discharged from duty after conducting the school to the school board managers against the violations of rights provided the strengthening of these Human Rights and Citizenship Education achievements in the context of setting an example of how children can defend themselves.

The second film the students watched was "The Truman Show" which is a 1998 American film directed by Peter Weir. Truman Burbank, the protagonist lives on an island as beautiful as ones you see on postcards. He has a job, a house, and a wife he loves. But everyone except Truman knows that this is a television show. Truman's life has been broadcasted 24 hours live on TV for thirty years without resting for even advertisements. Truman's mother, father, and wife are all fake. Even in his childhood, they try to convince Truman that there is no outside world. He is not allowed to take interest in careers such as being an explorer, as that would cause the appearance of the outside world. One day, a scene was created in which his father falls off a boat and drowns, just to try to make him feel frightened by the ocean. He falls in love with a girl he met in his high school years, but all the actors around him make him leave her. The girl's fake name is Lauren, but when she gets kicked out of the island, she tells Truman that her real name is Sylvia and that all of this is pretend. Truman has never suspected it until then. But when he sees his father in the street walking between the people and notices that his wife had her fingers crossed in their wedding photo, he begins to see everything clearly and learns all the facts. When he turns 30 years old, he withstands the director of the series and finally reaches the real world.

With this film, the following acquisitions were made in the units Communication and Human Relations: "discussing the role of mass communication tools in interpersonal interactions", "recognizing the connection between the right to obtain the correct information, the freedom of expression and the freedom of mass communication", and "interpreting the concepts of freedom of mass communication and the privacy of private life within the framework of their relations with each other." The acquisitions were analyzed using the film analysis worksheets handed out after the screening of The Truman Show. After watching the film, the students were asked to analyze these aspects using the film analysis worksheets provided. The communication skills of the unit were reinforced during classroom discussions as requested by the questions in the film analysis worksheets.

During the course of the discussion, skills from other subjects such as "conversational" language skills of the Turkish subject and "listening-following" skills in the same subject were also developed.

In connection with the Human Rights and Citizenship Education course, “making recommendations for more effective implementations of human rights in the society”, “stating that it is a citizenship duty to apply to the competent authorities in case of violation of rights”, “recognizing the importance of freedom of thought and expression”, “explaining that no one can be interfered with one’s private life, family or home unless the decision of the judiciary is based on Article 16 of the Convention on the Rights of the Child”, “expressing that the press and broadcasting agencies need to work freely without any restriction”. The human rights violation that began with the adoption of a company by Truman at The Truman Show continued throughout the film. Truman’s wife or the woman he thought was his wife, always spoke like there were people around them. Truman finds his wife’s behavior and conversations absurd and misleading. It is natural that Truman cannot give meaning to all this, because Truman is unaware that everything in the world he lives in is for sale. So much so that Truman uses things that are far from being objects and, unfortunately, they cause Truman to be used as a tool. From the moment he is rented, Truman’s appearance with all special aspects of his life on the mass media television, it is attempted to interfere with his life in order to force him to realize that he belonged to a world he did not belong to. This shows that Truman is not seen as a human but as a subject that carries out the plans thought out for the script. (Sarican, 2006, p. 4) Based on the questions in the film analysis worksheets regarding the violation of Truman’s rights, students are making recommendations for more efficient implementations of human rights in a society. In addition to this, as viewers of The Truman Show, they are asked what they would do against violation of rights occurring in front of their eyes. Truman’s love interest, Sylvia (who goes by the name Lauren in the show), expresses her disapproval of the Truman Show when she resists against all pressure and fearlessly points out the truth during a live broadcast. Here, the distinctive aspect is the importance of freedom of thought and expression. The critical outlook on Truman’s private life being broadcasted live, strengthens the acquisition stated in Article 16 of the Convention on the Rights of the Child: “no one’s private life, family and house can be interfered unless there is a judicial decision”. Again, the acquisition: “expresses the need for the press and publication agencies to work freely without restriction” is reinforced when other TV channels broadcast programmes about The Truman Show and allow both positive and negative views on it.

The third film watched by the students was the 2007 American film *The Visitor*, directed by Thomas McCarthy. The director’s view of communication in the film is different from that of the usual Hollywood films. In the film, the interpersonal relations and communication between America’s view of immigrants with different ethnic identities are explored. Professor Walter who is trapped in the monotony of life, goes to New York for a job and sees a couple staying at his house there. Syrian Tarek and his Senegalese girlfriend, Zainab, have nowhere to go. Walter offers them to stay at his home. With Tarek taken into custody by the police, Walter soon finds himself in a labyrinth of expulsion bureaucrats, deportation and security measures after 9/11, proving that he is a friend for tough times. The film reveals the fiction of people from different ethnic backgrounds and cultures, which initially started with prejudice against one another, but later replaced them with friendship and sharing, revealing how the differences can turn into a powerful resource and how communication becomes a dynamic in people’s relations.

The main idea of this film is “Communication is everything With this film, the following acquisitions were made in the units Communication and Human Relations: “recognizing the positive and negative attitudes and behaviors and comparing them with their attitudes and behaviors” and “recognizing the importance of communication in positive relationships between people”. The acquisitions were analyzed using the film analysis worksheets handed out after the screening of *The Visitor*. After watching the film, the students were asked to analyze these aspects using the film analysis worksheets provided. The communication skills of the unit were reinforced during classroom discussions as requested by the questions in the film analysis worksheets.

During the course of the discussion, skills from other subjects such as "conversational" language skills of the Turkish subject and "listening-following" skills in the same subject were also developed. The acquisition of this subject which is, "toleration of interpersonal differences in communication", is in correspondence with the direct value of the unit: "Respect for Differences".

Data analysis

The data obtained from the research were analyzed by descriptive analysis. Descriptive analysis can be defined as the presentation of the data according to the specific themes and taking into account the problems and dimensions of the research (Birgin, 2008).

All the data collected in the measurement and evaluation dimension of this study were obtained from student studies and this data constitutes a part of the research data. The data obtained from The Chorus, The Truman Show and The Visitor Film Analysis Papers used during the research were constructed through content analysis. After the Film Analysis Papers, "Film Analysis and Self Assessment Forms" were implemented as an open-ended questionnaire in order to determine the understanding of acquisition, skills and values gained by the students concerning the subject unit and other relevant subjects. The outcomes, skills and values effectuated on the students were determined by calculating the the frequency and percentages of the data obtained from these forms. An open-ended "semi-structured questionnaire" was applied to the students to determine whether studying with films changed their attitude towards the subject or not. The data obtained from the interview is subjected to descriptive analysis.

Findings and Comments

Findings obtained from the research are categorized as following; the findings obtained from the film analysis papers consisting of the answers of the students, the findings obtained from the self-evaluation form, the findings obtained from the film meaning analysis table and the findings obtained from the semi-structured questionnaires.

Findings obtained from the film analysis papers

The findings obtained from the film analysis papers are classified under various themes and summarized in the table below.

Table 1. Findings from The Chorus film analysis papers

| Themes | Common Student Expressions |
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| <p>The subject of the movie "The Chorus"</p> | <p>With the arrival of a new music teacher in a school that provides education in France, the worst students of the school, and inappropriately and in violation of the rights of children, a choir is formed with children and the life of the children changes completely... An unemployed music teacher, Clement Mathieu, starts at a boarding school. However, the children in this school are problematic and receive unbearable punishments... Mr. Mathieu trains them with the power of music... New music teacher in a school like orphanage tries to form a choir... The life of a teacher who thinks that discipline can be achieved with music... A new teacher in a school to do choral studies and efforts and use music to communicate with children... Even the most unimaginable people are courteous, polite, respectful and loving, and of course they do what they want... Teacher Mr. Mathieu is trying to make choir choir from his students by using a good communication language... The subject of this film is that the children in the regional boarding school whom are treated so brutally and as a result of this the children failed, but who have infinite faith in these children will change their lives... In a school where children are despised, a responsible person who comes to them with infinite faith can come and bring out the inspiration and the angels inner side of the children.... To be able to communicate with a person, you need to find the right way . If you approach people in the right way, you can always communicate with them... Effects of communication on children... Every person has a talent and can be discovered. There is nothing in the human life that a person cannot achieve if he desires and builds a good communication.</p> |
| <p>Setting of the movie</p> | <p>It takes place in a boarding school in France.</p> |
| <p>The time period in which the topic passes</p> | <p>Much of the film takes place in old time... At first it is the present time, then it goes old time when two friends read the diaries of their teachers, and then it returns to the present at the end of the film... Pepinot and Pierre dream of the past and connect to the present at the end of the film... It occurs in year 1949.</p> |
| <p>The message of director wants to give</p> | <p>If a correct communication with people is established, the result can be obtained as desired. We have to give everyone a chance and be kind to them and love and count people... There is a message that everyone can change. It tries to show that violence and punishment are not required to discipline a group. There are different methods for mutual communication. One of them is music. There is nothing better than sweet talk to solve a problem... It is explained that human rights are violated even in schools. A desired discipline can be achieved through music, and that it should be established a right communication way with children... If you communicate with more approachable conversations (you statement) rather than bad and unnecessary disciplines (me statement) more positive results will be obtained... The impact of communication on children was emphasized. The importance of communication and human relations... Everything can be solved by virtue of sacrifice and determination... Even if you have difficulties in front of you he should try to defeat the challenges. You should never give up your goals. Three things are necessary to accomplish something. Passion, perseverance and faith... Passion and faith make it possible to produce something even under the most difficult conditions.</p> |

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| <p>What I feel and what I think while watching the movie</p> | <p>I felt sorry for the ill-treatment of the students there. I was touched, but I laughed, too... There is a really nice movie and there are people like Mathieu and Rachin in the world. But it's important to be like Mathieu... I was touched and appreciated by the music teacher... I was fascinated by Mr. Mathieu's willingness to be expelled from school to train his students... I was a little upset in the beginning, because of difficulties of the kids in the choir. I thought they should have a chance to get better even if they were bad. I've seen these chances happen when their teachers improve them to sing... I was very excited and wondered how the film would end... I'm both sad and glad when I watch the movie. I felt sorry for them, because the children in the orphanage are very lonely and no one understands them. I'm glad because they can feel a little better with the music... I have always considered the love and respect of the children to the new teacher and likewise the new teacher to them. So everything is not a result of action to reaction. I thought of how important is me statement... I was very impressed with the music and I felt like I was in the film as every nice movie I felt. And I thought in life we didn't always have good people, we had to fight bad people and put them on the right path... I thought none of the kids there would have chosen that life themselves.</p> | |
| <p>The relationship between the communication language of the film students and my communication language</p> | <p>Before Mathieu came, her teachers treated her teachers badly and they had neither respect nor affection for each other, but when Mathieu came to change everything was changing. I respect my teachers... Students were approaching teachers with the attitudes of teachers and this was an example of negative communication... We respect our teachers and they educate us in respect and love... Since the school principal does not treat his students well, the students behave in the same way as they get used to and do. But we are positively communicating because there is no such thing in our environment.</p> | |
| <p>Human rights violations</p> | <p>There are human rights violations in the film. Children are being treated very badly. When someone is punished, people either mock him or give him orders... Sometimes theft is done in the school and sometimes students is faced brutality. However, with good communication, children can be transformed into society... Teachers do not respect the rights of their students. School Principal Rachin is punishing his students for cell punishment and beatings. He is a discriminatory one... When the school principal is charged who burnt the school with theft, he must be given the right to speak and defend himself... Children who are misbehaving are tortured. The children who have been punished are working hard in the school, cleaning the toilets... The thing that remains the most in my mind; a child wounded the teacher's eye but another student received punishment instead of him... Children are not allowed to speak. Although some of the children in the film had families, their families were not interested in them.</p> | |
| <p>Communication Features of Clement Mathieu and School Principal</p> | <p style="text-align: center;">Clement Mathieu</p> <p>He is approaching his students calmly and does not punish unless there is a serious incident... Forgiving... He does not try to justify himself, he cares about children's thoughts... He loves children and gives them faith... He doesn't scold the children, He use "me statement" to the principal and other school staff... Lets the student finish the word and look at their eyes when they talk... Personally, evaluates children and tries to communicate by talking... Motivates them with music... Patient.</p> | <p style="text-align: center;">The Principal</p> <p>What he does to children is a ruthless thing like cell punishment and beatings... He doesn't even listen to kids, he always does what he knows... He treats people well when it comes to his own interests... He is constantly blaming others and he is using "you statement". He shouts very often.. He only speaks and behaves according to action-reaction base... He applies collective punishment and he's offensive and humiliating... He is pessimistic. His uses as disciplinary method by only given punishment and beatings... He always snaps at the people.</p> |

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| <p>If I was An Employee Of The Regional Boarding School</p> | <p>I'd prefer to use Clement Mathieu's communication language. Because Clement Mathieu is patient, kind, gentle, harmonious... He also shows calmness and harmonious attitude even to the people who insult him... He is proper, dignified, respectful and honest to people... He's not being hard on his students. He is gaining the hearts of his students... Thus, the relationship between students and teachers is better... His language was more likeable and friendly... "Me statement" always gives positive results... He's the only fair-minded teacher... He motivates and communicates with the children and makes them feel safe... He just showed what what can be achieved by talking. Screaming at people doesn't solve problems; it only makes us unpopular. However, if we approach a person with love and respect, then after a while, he starts speaking the same language with us.</p> | |
| <p>Sample Lines of "Me Statement" and "You Statement"</p> | <p>"Me Statement"</p> <p>"I believe that the children will achieve this." "Dear principal, I understand very well what you mean." "I understand you, sir, you are right." "I don't like this behavior." "I can see that you don't like it." "I tried to think well about you." "I knew you wouldn't like it." "I don't think you'll like it either."</p> | <p>"You Statement"</p> <p>"You're one of the useless music teachers." "You're self-righteous." "I don't prefer your methods." "You're crazy!" "Mondain took the money.He'll end up with the results. (action – reaction)" "Your education system is ridiculous." "What the hell do you think you are?" "What do you think you're doing, little brat!" "You can't put the rules here." "You're starting to touch my nerve." "You're just a simple public agent, Mr. Mathieu"</p> |
| <p>Introduction of the movie</p> | <p>In my opinion, "The Chorus" is a very emotional and meaningful film. It emphasizes that the real education will not be given by strict rules and brute force. You witness to different lives and a teacher changing the lives of many students... In a boarding school, the events in the beginning of the students revived, from time to time tragedy and happiness from time to time a film... A real life story, the flow of life, both dramatic and funny... The film tells us about the children who comes from the orphanage and how their life has back to normal by music thanks to their teacher and they become famous... Very good film about positive and negative communication... A nice movie... Musicians must watch, everyone can watch but action addicts may be boring... I definitely recommend you to watch this movie. Because in this film you see that not everyone has a good life. The film impressed me and I hope it affects you. The mischievous but good children in this school live and experience the challenges and then the change of everything affects you. Remember, little happiness gives birth to great happiness... This film tells us that everything can be achieved if good communication is established. This film can re-hope people who have lost hope. This film gives place examples of poor communication where the place is located in good communication examples. There are people who have good communication with people in this film. There's everything about communication in this movie. In my opinion, everyone should watch this movie from 7 to 77... In a boarding school, a teacher is disciplined children through music and to win their hearts. Despite the tough principal character who manages the school like a prison, there is a teacher who is soft-minded and well communicated with children. The teacher conducts choral works, communicates with children and explores talents despite all objections of the principal. So, this exemplifies good and bad communication. It's an emotional movie.</p> | |

Based on the findings in Table 1, The Chorus film, which the students watched during their learning process, increased their knowledge and skills about the subject. According to the emotions and thoughts the students reflected on The Chorus Film Analysis Papers, the degree of achievement of each skill related to the subject Communication and Human Relations Unit and other subjects, is significantly high. The students were able to reflect the feelings and thoughts they learned through the acquisitions, skills and values associated with the film analysis paper. Because in order to express these feelings and thoughts through writing, the

students must have some acquisition. This shows that the students have been more careful with the related subjects and have become aware of them in order to fill out the film analysis papers upon expectation.

The students were able to associate the intended message with the subject of the film as: "positive and negative communication and positive communication characteristics". Hence, it is known that "film", the first tool of the visual media, places universal communication mythology into the visual era. (Matterlard 1997, transferred to Pinar, 2006, p. 11).

Dialogues and information gained through films are more lasting in human memory compared to other alternatives. (Birkök; 2008). In the film, the students have been able to differentiate "I statements" (positive) and "you statements"(negative) from the dialogues of the school principal and Clement Mathieu. They have compared the dialogues of the boarding school students with their own dialogues and explained these in the context of positive and negative characteristics.

To be aware of human rights, to adopt and defend them is related to the attitudes of the main components of a personality (Kuzgun, 1981, p. 102). Thus, the students realized that all negative communication in the film, especially cell punishment, were contrary to human rights. Upon the question asked to develop the skill of empathy and to determine the personality attitude, they stated that out of all the characters in the film, they would prefer to use the communication language of Clement Mathieu who shows importance to human rights. This shows that the students adopted the human rights related to the films. Woelders (2007, p. 376) states that the use of film during lessons helps students favour critical viewing habits.

As a matter of fact, the statements used by the students in their film introduction essays are the product of their distilled thoughts passing through a critical filter.

Table 2. Findings from "TheTruman Show" film analysis papers

| Themes | Common Student Expressions |
|---|---|
| Topic of "The Truman Show" Movie | Everyone's private life belongs to him, and no one can buy another person's private life. The subject of this film is human rights. Because, Truman has a right to know the real world as an individual, but they film him without asking Truman... It is a comic and dramatic story of a man who has no private life, who does not know that he was a character of a live TV series... Adopted before birth, Truman Burbank was imprisoned for 30 years in 24 hours in an artificial city... In the film, Truman's entire life without being aware of him is controlled and published all over the world via hidden cameras... It is a story of Truman Burbank, a man has a real life but actually entire life of his a huge movie set.... Since the birth of a human being, they are making him a characters of a live television program. Truman lives in an artificial world created by Christof. In the world of Truman, who is filmed even when he was born, everyone is a player. Truman finally realizes this fact and despite his fear of the sea, he sails to reach the real world. |
| Subject Location | The movie is happening in an island which is actually a huge film set... It's Truman Island which is a Hollywood movie set. The movie has been set in the artificial city. It runs through an island in a movie set that can be seen even from space. |
| Subject Timezone | It goes through the present time, but it sometimes goes back to the past.. The film takes place in the present, but occasionally Truman, Christof, or different people recall the past, the film sometimes turns to the past, or when Truman sees his fears, the film returns to the past. |
| Director's Message | It's a big mistake to interfere in people's private lives. Everyone has the right to freedom of privacy, and one day people will find the truth... He emphasized the importance of privacy in private life. It says that private life should remain confidential, and that advancing technology harms the privacy of human life.... If you imprison a human in a cage since the birth, then he finally finds the truth, and that is the worst thing that can happen to a human being. No one should interfere in other's private life. It shows that what can happen when a person detained |

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| | <p>the real world. A human cannot be held as a prisoner... The life of a human being cannot be built in denial of human rights. It's the Human Rights. Everyone has a privacy and no one has the right to interfere in other's private life. Everyone has a private life of their own and no one should extort other's privacy... People should not be involved in other's privacy... Using mass media is the right and freedom of every human being. However, this freedom is not freedom under certain circumstances. One of them is the principle of privacy. With this film, the director tells us that while we use our freedom of mass communication, we must comply with the requirements of this freedom. The director explains that people should not be followed up secretly and their private life should not be monitored. Do not direct a person's life as a God, but ultimately the person will notice it and will fight until he dies to attain his freedom.</p> |
| <p>What I Felt and Thought While Watching the Movie</p> | <p>I've felt pity and sorry for Truman. Because he's taken away from real life. I'm mad at the director who stole Truman's life because he's a monster who is very selfish. Truman is a man full of life unlike him... Watching the movie made me feel bad, because in the film they secretly broadcast Truman in the film, I think it is completely disrespectful to right of privacy... I was amazed at the monotonous life of the film and the fact that the film was finally outsourced. I was sorry that half of a person's life wasted... I felt suspicious... I've felt sorry for restricting of Truman's rights... The injustices against Truman were very annoying. I laughed occasionally, but I'm usually upset. Because he's detached from the real world without asking him, and his private life is not respected... I think human rights are violated. I've felt very sorry for him due to a fake life is presented to him as a real life... I just wish that Truman would realize that set up... In the beginning of the film, I thought that it was a bit boring, but as I started to understand the film, I got caught in the action of the film and I was very happy. I was excited and time to time I was curious. I laughed more. A film that tells about the rights of privacy very well. I felt a little drama comedy and I asked myself that does it happen something like that in real life... I'm mad at everyone in this game. Because interfering in a person's private life is a violation of human rights... If I were involved in this film I would have thought to warn Truman... I was touched by Truman reaching his freedom.</p> |
| <p>The Situations which against Human Rights</p> | <p>Yes there is. To disclose her life without being aware of Truman... He is locked up, his freedom is restricted and his private life has been disclosed... It's an example that Truman has been surrounded hidden cameras around him for 24 hours a day... Violation of privacy policy... Officially violated the privacy of private life... Truman traps into an artificial world... Deprived of seeing the truth. It is not allowed even if it tries to learn the truth... He has no right to travel. He is denied the right to travel and settle as he wishes. Truman's feelings and thoughts are guided as Christof wants... They force him to play in a movie.</p> |
| <p>The corolation between "The Truman Show" and Freedom of Communication & Confidentiality of Private Life</p> | <p>There was no sign of privacy in the film. When Truman turned on the radio, he obtained artificial information. Newspapers and computers, everything in his life was a fake. This means that Truman has not been able to communicate freely for 30 years in his life. The whole world follows this series using mass media. Because freedom of communication is not freedom under certain conditions... Here the privacy of private life is ignored. Freedom of mass communication does not exist in this situation. Therefore, the great injustice made to Truman, is the great crime that people do... First of all, mass media are used for malicious purposes, and then there is no such thing as Truman's private life. It is absolutely unacceptable to reveal the private life of a person and this is a violation of private life... Truman is not granted the right to freedom of mass communication. It's an injustice to people. The whole world knows what others don't want to know. Truman's private life is no longer confidential and he also locks the masses on television rather than communicating with each other... Since her private life has become a means of mass communication, her rights have not been respected. The freedom of mass communication is restricted so that Truman is not aware of the facts... Truman can't watch other people's</p> |

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| | <p>channels... His personal life is taken away and his life is under control, he ignores the freedom of mass communication</p> |
| <p>If I were in Truman's position and conceived the facts</p> | <p>I would be disappointed. I would be devastated. Because what I have experienced and what I have felt so far would be artificial. I would also feel lonely in the middle of nowhere, when I realized those closest to me would have done nothing but lied... I'd be so bad. Especially the people I trust the most, the fact that my wife and friend are not real... It would make me angry that my private life was transferred to television without my permission. The fact that the people I loved and valued were lies, and the life I lived in was more than just a studio. But I'd be glad due to being out of this life... I would be very upset. Because I've had all my private life in front of all eyes since I was born. I feel bad because my wife's been lying for 30 years. I would be very upset if I knew that other people were watching my private life for thirty years which is a very long time... I would be very upset because of losing that much of time so far and I would be very disappointed. How come my parents would allow something like this... I'd feel complicated feelings which are sadness and surprise... I would be very upset and depressed. I would be insane. But then I thought I could live my life independently and even marry Sylvia... I was afraid to find a real life and live with it. I couldn't trust anyone ever. I'd sue the director and everybody who work on the film set. So I'd get millions as compensation from the director... When I learned that my life was a source of fun, I thought I've been living for nothing. I'd stay away from everyone. I can't believe in nothing, even myself then, I'd want to leave almost everything.</p> |
| <p>Restricted human rights of Truman</p> | <p>Curiosity, freedom of information, liberty, free-choice, expressing ideas freely, freedom of travel, doing the desired profession, freedom of thought, explore and learning different cultures, happiness, excursion, education, making decision freely, open up to the world, thinking, the right to freedom of communication and the right of establishment has been unemancipated</p> |
| <p>If I'd known about Truman Show</p> | <p>I would get the e-mail address for Truman and I'd send him an e-mail about what happened to him... I'd try to protect the privacy of Truman's private life by appealing the human rights court... I wouldn't watch Truman Show due to reaching out of the limits of my freedom. I would encourage people not to follow it... I would try to explain Truman to the facts. If not, I would talk to those who think like me. I would complain to someone at the authority... I would protest this incident and organize the people and appeal to the court. I would file a complaint about the producer and make it clear that this was against human rights... I'd sue the owner of the film studio and the director, would try to break in the studio with a group of people... I would secretly let Truman know this thing... First of all, I would not watch the series, because someone's private life should not concern me. Other than that, I think it was the most beautiful thing what Sylvia did... I would sneak into that world and tell the truth. Because Truman's private life is restricted... I would tell Truman that there was a show about him, and I'd hold rallies... I would try to explain this situation to Truman without revealing to anyone. I'd tell him everything and help him. Because he's a human and he has a right to live... I would report the show to the senior authorities. If I would have a chance to reach the producers, I would want them to stop it. I would say that this is inhuman treatment, and I'd protest it... I would try to lead him to the truth, and those years wouldn't have been wasted... I'd file a lawsuit against the director and applied to the Court of Human Rights... I would try for it to be shut down. I would let everyone conscious to nobody would watch the show. So, the show couldn't make money, and it would shut down. Truman would be released... I'd open a group on Facebook. Then, I would start a campaign and if it didn't work, I would sue it if it didn't work I'd sneak the studio and warn him... I would tell Truman about everything and give him support. Because, I was very supportive person. Because, I would be very angry with these people... I'd tell Truman that he has been playing in a series in which the subject is his own life, and I would</p> |

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| | submit a petition to the necessary authorities... I would organize campaigns, rallies and submit petitions to the higher authorities because Truman has the right to know the truth. |
| Introduction of the movie | <p>It is an example of how much a human freedom, discovery and learning rights can be limited and against to most of human rights. If you want to compare your own human rights with Truman, you must watch it... Truman Show is a very nice movie but I won't tell you what it is and what it is. Because as you watch, you be surprised and enjoyed like me. All I can say that acting and the subject is very good... It's a beautiful movie. I advise you to watch it. They're making a film out of the life of a person named Truman. We understand once again how important privacy and mass communication freedom are... I call it a great movie about human rights and the connection of the masses to television. It is such a beautiful film that it describes human rights very well. It's like a real world and everything seems real where the film is taking place... Truman's life is going as an ordinary life but with some strange events, and eventually it will be a shocking event... I also recommend this film to my friends because it is a very good example of the negative consequences of the restriction of human rights and the importance of privacy. Truman lives his life on a studio island but lives a life without knowledge of it. Watch the life of the studio island and be grateful for what you live in your life... Truman, who has been a television star since he was born, is making a film out of his life without his own knowledge. This film interferes with someone's private life. Nevertheless, I think that everyone should be watching this movie because he is trying to do what he wants to do... The Truman Show is a great film that tells you that you need to protect a person's private life and that you cannot rule a person. The event takes place on an island and the subject of the film is a TV show of the life of Truman who has been filming every second of his life since he was born without realizing it and he is trying to find it... The movie was quite impressive and worth watching. Truman Show is an uninterrupted series that is published around the world. For 30 years, the life of Truman Burbank, the insurance officer, was recorded and attention was paid to even the slightest things he did. Truman, the main character of this series that shakes the whole world as begins to notice the facts. Frightened by the sea, Truman sails on Fiji Island to give up everything. If you want to know the end, I strongly recommend you to watch it... What would you do if you learned that your life was a reality show when you were 30 years old? That's exactly what is described in The Truman Show. A monotonous life, Truman realizes that there are strange incidents around him and all people know him. This leads Truman to seek the truth that will change his life completely... Special effects, the subject, the actors' attitude is great. It also makes the audience laugh, funny but a bit dramatic. I suggest you watch it.</p> |

Looking at the findings in Table 2, The Truman Show, which was screened for students during the learning process, increased their knowledge and skills about the subject. According to the feelings and thoughts that students reflected on The Truman Show Film Analysis Paper, the degree of achievement of each skill related to the subject and the other subjects. is significantly high. The students were able to reflect the feelings and thoughts they learned about the acquisition, skill and value related to film analysis paper. Because, in order to express these feelings and thoughts in writing, the students must have their acquisitions. This shows that the students have been more careful about the related subjects and have become aware of them in order to fill the film analysis papers corresponding to the expectation.

In the film analysis papers, the students were able to relate to the message they wanted to give in the film by interpreting the relationship between people, the role of mass media, the right to obtain information, the connection between freedom of expression and the privacy of private life. As a matter of fact, Sarıcan (2006), in his article about The Truman Show, explored how private life can be decrypted with the misuse of television, which is a mass communication tool, and in the context of questioning the established order in our own lives with the effect created by the media.

In 1993, the United Nations strongly emphasized that all countries should speed up their work on human rights education and that it is the teachers and students who should be primarily educated in human rights (Kepenekçi, 1999, p. 213). In this context, the analysis of the human rights dimension of the films they watch is of great importance. Students have found Truman's 30-year life of being converted to a non-stop show with misuse of the mass media and television inhumane and have expressed their discomfort towards it. Again, students analyzed Truman's lack of right to correct information, his curiosity trying to be prevented, his freedom being limited, the truth being deprived of him, and being prevented the right to travel and settle as unethical practices.

The students stated that they would not be silent upon of being aware of the Truman Show series, and they would struggle to liberate Truman by means of democratic rights search methods. The findings of this study show that situations contrary to human rights are consistent with the similarities of emotions and thoughts on film analysis paper.

Visual learning takes an important place in the human learning process. The action of vision in the communication process between man and the objective world can be defined as the fall of light onto objects and the reflection of the eye to the brain as an image by nerve signals. This action with a physical effect constitutes the first step of visual perception. The interpretation of the aesthetic effects of the image is the realization of a second process (Can, 1996, p. 92, Alkani, 2009, p. 66). As a matter of fact, the expressions of the students in the film promotions resulted in the analysis of the visuals in the film, fiction integration and the emergence of meaningful promotional articles.

Table 3. Findings from " The Visitor film analysis papers "

| Themes | Similar Expressions |
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| <p>Plot of the Film The Visitor</p> | <p>That there is hope, even for someone who is fed up with their life. A man continues his ordinary and simple life, he comes to New York and meets with foreigners and changes his life ... The sufferings of immigrants and their injustices are told... It tells the story of a person who has to go to New York because of his job... The problems related to the difference of color... Life is not only established for a good profession. You have a good profession, but you don't enjoy life. We should also give the rights of people from other countries and other religions... The good times Walter spends with the two Muslims who came from Syria and the story of Syrisn Tarek being deported... Being able to have a common ground with people of a different race, language and religion... The unprejudiced relationship between Pffessor Walter Vale and Tarek and Zainab who came to stay at his house... The boring life of a professor living everyday like the other goes through a good change when he meets these people with new cultures. It is a film about how people in different cultures can live together, and that every person can learn a different culture ...It is about human rights. If people want it, no matter where they come from,r they're all the same.</p> |
| <p>Setting</p> | <p>The subject first begins in a city of America and then continues in New York. It takes place in the subway, at the park, the police station, the school, and in the house where Walter takes his piano lessons.</p> |
| <p>Time Frame</p> | <p>It takes place in the present.</p> |

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| Director's Message | <p>About being against human discrimination and the importance of human rights... We can establish a successful communication with people of different cultures, different languages and different religions. The government should treat foreigners better... We lie only to deceive ourselves and then we pay it at our own risk... In some places, cultures, races and colors are treated unequally... We must live life with pleasure and act as we are. We must do what we want... It is always important to live with people of different races, languages and religions without racial discrimination. No matter American, African or Syrian; people are the same... The difficulties of immigrants and their injustices. How the fugitives in America leave their own country with so much hardships and come to America... Communication can be between all races, colors, languages and religions... Every person can change... It is not important where people come from and what their economic situations are, but the bonds they establish with each other. Describes how different races can meet. It gives the message of the different people's cultures, the other side of America and how people work for their future... We can share the same things if we come from different places... It is about human rights. People from different cultures can become great friends if communicated correctly... We should not restrict the freedom of people. Whoever we are, we must support each other, we must unite like a piece of a puzzle... Although people have different characteristics, they are able to communicate... It tells us that our life can change with the slightest occurrence.</p> | |
| What I Felt and Thought When Watching the Film | <p>I was thrilled in some parts and upset in others... I was generally calm and happy. But I was annoyed when Tarek was falsely accused and Mauna confessed to having lied. I was upset when Tarek was deported. I was touched when Walter finally played the drums... I thought Tarek would be angry when he found out that his mother deceived him. I wish I was in this movie and I could get Tarek out of prison... Actually, it's a dramatic movie, but there are fun scenes. I think it goes deeper into life matter than many other movies... I liked some parts very much and laughed a lot, but some parts were sad. Walter communicates well with everyone... I thought about the difficult situations people lived under. I thought of a person's changing life. I was upset about the situation of the immigrants... When I watched the film, I felt sorry for what was going on with Tarek, Zainab, Walter Vale and Tarek's mother, and I admired Walter's efforts... I felt astonishment and happiness. Because a home is being destructed but I liked how the professor changed... I think those who come to work from other countries should be treated better... I was happy to see an African instrument used by someone in America. I think Tarek was conveying his own culture to others... It's a good thing that Walter tried to get away from his boring life. I admired the way he tried to save the life of a man he never met... Unlike what the rest of the people would do, Walter allowed strangers to stay in his home. I was happy watching the movie because; at first I thought that the professor's life should be a little brighter, but then his life did change a lot and he became a better person.</p> | |
| Situations Violating Human Rights | <p>There is human discrimination and a violation of human rights. The deportation of Tarek without giving notice to his family... The discrimination against racism and the fact that people are treated badly and unfairly to different opinions is the greatest violation against the human rights... The expulsion of the immigrants very quickly without being questioned, without being allowed to ask for help from their relatives... The freedom rights of people are being taken away... Their freedom of settlement is being restricted.</p> | |
| Similarities and Differences Between the Main Characters in the Film | Similarities | Differences |
| | <p>Very polite and well-meaning, honest, respectful people... Tarek and Walter are interested in music and chasing their dreams. Mauna and Walter are dealing with people's problems. They don't discriminate race and religion. They understand and like each other... Communication understandings and relationships... They help each other, share their troubles and accept their</p> | <p>They have different cultures and different abilities... Their physical characteristics, the language they speak, their skin colors... Tarek has more of a musician spirit, there is a creative spirit in Zainab... They speak different languages... Their habits, skin colors are different... They have different emotions and have lived different lives... They have different looks, ages and colors of complexion... Muslims and Christians... Their economic situation and living standards are different.</p> |

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| | <p>wrongdoings and apologize, take care not to repeat it... They re in favour of justice... They share the same house... They like classical music.</p> |
| <p>The Appearance of People From Different Cultures in the Film Proves That They Have the Following Values</p> | <p>First of all, they did not discriminate anyone among themselves and acted equally and respected each other... They are all respectful to the cultures, customs and traditions of other countries... They can empathize... They do not discriminate among people. They understand each other, do not show a harsh attitude to the people of other cultures... They do not discriminate between religion, language, race and gender. They love each other... They all respect their religion, their culture, no bad behavior between them. Honesty and helpfulness. If they didn't have these traits, they wouldn't agree with each other... They don't do racism and they accept each other as they are... Proof of respect for differences and tolerance. They attach importance to people, not outward appearances... They listen to each other and empathize, and apologize when they upset the other.</p> |
| <p>The Character I Would Like To Be in the Movie</p> | <p>A little bit of all; because thinking of Walter, I wouldn't want to live a life of a lie, but about his optimism, yes. The others are having a very difficult time, but are very good people... I would be Walter Vale. Because Vale is both well-educated, respectful and a conscious person... Because even if he is unhappy about his job, he tries to be happy by devoting himself to music... Because I would have to consider my life and start living like I enjoyed life. I would do what I wanted... Walter helps everyone. He is kind, virtuous and modest. I would also choose Walter because I want to help people. Because his life is changing from bad to good... Because he has a comfortable life. He has no worries and anxieties... Because he is a human being aware of both sides of the world, and lives both. I also wanted to be Zainab. Because she has a cheerful boyfriend, she lives in a more modern, more developed country rather than in her own country. I'm sure if she lived in her own country, she would have had poorer quality of life and lower living standards... I'd be Tarek. Because; He communicates positively and knows how to enjoy life... I would like to be Mauna Khalil. Because she survived all the difficulties she faced in life by sacrificing a few things.</p> |
| <p>Movie Summary</p> | <p>This is a beautiful movie. It explains how so many people communicate in different cultures. Feelings and thoughts in the film make the film even more fun and beautiful to watch. You have to watch it... It is a film that talks about other cultures, countries, respecting differences and how important the rights of people are. If you watch this film, you'll learn more about human rights... This film tells the story of a man working in America. The guy goes to visit his home in New York. But he meets two Africans in his house. Then the man's life changes and he starts to enjoy life... You should definitely watch the film, it will give you a lot about rhythm... This movie is very educational in my opinion. It hit the bleeding wound on the earth. It touches people and informs them. It teaches a lot... This film can change the life of a person. A professor meets different aspects of life and it becomes a big change for him. This is his life story. Walter is a professor who becomes friends with different people and helps them. While he does this, he comes across different cultures... Life isn't about happiness but perseverance, attention and patience can sometimes be enough to reach it. Nevertheless, the people you come across at a time you never expect might change your life. What do you say?... I recommend you this movie because it's not a blood and thunder Hollywood movie, it's a true story. In this film, people with different cultures, race, colors are treated equally regardless of their colors and especially people who do not respect the colors of people need to watch this. This film doesn't tell us about America's wonderful life... Walter who has a flat and boring life goes to another city because of his work. He meets Tarek and his girlfriend, Zainab, who live there without permission in the United States but they don't know this because Tarek's mother never told him. Tarek, who is Syrian, teaches Walter to play drums and Walter's perspective on life changes. Although they are from different cultures, Tarek's mother Mauna and Walter communicate very well. However, many dreams and hopes fall into water when Tarek is sent to prison and is deported from there. Very good movie, very meaningful and emotional.</p> |

Referring to the findings in Table 3, The Visitor film, which the students watched during their learning process, increased their knowledge and skills about the subject. According to the feelings and thoughts that students reflect on The Visitor Film Analysis Paper, the degree of achievement of each skill and skills associated with the subject the Communication and Human Relations Unit and other subjects, is significantly high. The students were able to reflect the feelings and thoughts they learned about the acquisitions, skills and values related to the film analysis paper. Because, in order to express these feelings and thoughts in writing, the students must have their acquisitions. This shows that the students have been more careful about the related subjects and have become aware of them in order to fill out the film analysis papers corresponding to the expectation.

In the film analysis papers, students were able to relate the message they wanted to give in the context of the film by interpreting them within the scope of their relationships with each other in the context of effective communication and respect for differences. Thus, individuals who acquire knowledge, skills and values bring about changes in the social structure.

While value education helps young people develop values, they serve to provide an individual with a satisfactory life. (Kirschenbaum, 1995). It is seen that The Visitor film is effective in ensuring that the value of respect for differences is strengthened, which is the direct value of the Communication and Human Relations Unit.

The students were able to analyze the unexpected interaction of people from three different cultures, the examples of communication in which tolerance was effective, and how these people were able to influence each other's lives. They were able to express their feelings about the film and their thoughts about it in this context.

The students who watched examples of human rights violations on the basis of the racial discrimination experienced by the immigrants, were able to raise awareness of rights and rights violations. In the same context, they stated similar and different characteristics of the characters in the film and they stated that their human values are similar in spite of different physical and socio-cultural characteristics. Again, it is seen that students can explain the coexistence of people from different cultures in the film in terms of respect to differences.

They stated that they would prefer to be Walter Vale out of the characters in the film with the question asked to develop the skill of empathy and to determine the personality attitude. They also expressed their reasons in the context of human values.

With the development of writing skills, it is possible for individuals to transfer information, to make connections between their own thoughts and information and to provide consistency in text structure (Ungan, 2007, p. 462). As a matter of fact, it is seen that the expressions of the students in the film promotional paper are related to their previous answers in the film analysis paper.

Findings from the self-assessment forms

The responses of the students who participated in the study to their self-assessment forms were analyzed and presented in Table 4 below.

Table 4. Findings from self assessment forms

| GAINS, SKILLS AND VALUES | DEGREES | | | | | |
|---|-------------|----------------|------------|-------------|----------------|------------|
| | Always f | Sometimes f | Never f | Always % | Sometimes % | Never % |
| 1. I am able to compare communication with my own attitudes and behaviors by recognizing positive and negative attitudes and behaviors. | 23 | 4 | 0 | 85 | 15 | 0 |
| 2. I am able to realize the importance of communication in the positive relations between people. | 25 | 2 | 0 | 93 | 7 | 0 |
| 3. I am able to discuss the role of mass media in interpersonal interactions. | 21 | 6 | 0 | 78 | 22 | 0 |
| 4. I am able to recognize the connection between the right to receive information, freedom of expression, and freedom of mass communication. | 25 | 2 | 0 | 93 | 7 | 0 |
| 5. I am able to interpret the concepts of freedom of communication and privacy of private life within the framework of their relations with each other. | 26 | 0 | 1 | 96 | 0 | 4 |
| 6. I am able to use my communication skills to counteract peer pressure. | 18 | 8 | 1 | 66 | 30 | 4 |
| 7. I am able to analyze the importance of effective human relations. | 25 | 2 | 0 | 93 | 7 | 0 |
| 8. I am able to tolerate interpersonal differences in communication. | 26 | 1 | 0 | 96 | 0 | 4 |
| 9. I am able to determine ways to establish effective communication. | 23 | 4 | 0 | 85 | 15 | 0 |
| 10. I am able to give examples of attitudes and behaviors that sustain and maintain a relationship. | 25 | 2 | 0 | 93 | 7 | 0 |

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|---|-----|----|---|------|------|-----|
| 11. I am able to understand the importance of establishing and maintaining relationships. | 24 | 3 | 0 | 88 | 12 | 0 |
| 12. I am able to question whether communication with others is good. | 22 | 4 | 1 | 81 | 15 | 4 |
| 13. I am able to explain the importance of the press and its relationship with the public. | 23 | 4 | 0 | 85 | 15 | 0 |
| 14. I am able to make recommendations for more effective implementation of human rights in the society I live in. | 25 | 2 | 0 | 93 | 7 | 0 |
| 15. I am able to state that it is a duty of citizenship to apply to the competent authorities in case of violation of rights. | 25 | 2 | 0 | 93 | 7 | 0 |
| 16. I am able to notice the importance of thought and freedom of expression . | 26 | 1 | 0 | 96 | 0 | 4 |
| 17. I am able to explain that no one shall interfere in his private life, his family or his home unless a judgment is made. | 23 | 4 | 0 | 85 | 15 | 0 |
| 18. I am able to express that the media and publication organs should work freely without restriction. | 20 | 6 | 1 | 74 | 22 | 4 |
| TOTAL | 425 | 55 | 4 | 87.3 | 11.2 | 1.5 |

As can be seen in Table 4, 92% which is the majority of IELEV Private Cağaloğlu Primary School students, stated the degree of attainment in achievements as "always" and 7% as "sometimes". "Never" was chosen by %1 percent of the students, being the least selected. The degree of attainment in the Self-Evaluation Form of IELEV Private Cağaloğlu Primary School students is parallel to Hasan Şadoğlu Secondary School . In addition, the results of the analysis of Koro, The Truman Show and The Visitor Film Analysis Papers were found to be parallel to the Self-Assessment Forms.

Findings obtained from the film meaning analysis table**Table 5.** Findings from the film meaning analysis table

| GAIN, SKILL AND VALUE | CHOIR | | THE TRUMAN SHOW | | THE VISITOR | |
|--|-------|-----|-----------------|-----|-------------|----|
| | f | % | f | % | f | % |
| 1. Recognize the behavior that effect the communication positively and negatively, and compare with my own attitudes and behaviors | 27 | 100 | 7 | 26 | 9 | 33 |
| 2. To be able to recognize the importance of communication in positive relationships between people | 22 | 81 | 6 | 22 | 15 | 55 |
| 3. Discuss the role of mass media in mutual effects amongst people | 3 | 12 | 25 | 93 | 4 | 15 |
| 4. To be able to recognize the connection between the right of having information, freedom of expression and freedom of mass communication | 7 | 26 | 25 | 93 | 7 | 26 |
| 5. Understanding the concepts of freedom of mass communication and privacy in relation to each other | 2 | 7 | 27 | 100 | 3 | 12 |
| 6. Use my communication skills to resist peer pressure | 16 | 59 | 9 | 33 | 9 | 33 |
| 7. To be able to analyze the importance of effective human relations | 20 | 74 | 8 | 30 | 22 | 81 |
| 8. Be able to tolerate interpersonal differences in communication | 11 | 41 | 6 | 22 | 23 | 85 |
| 9. Identify ways to communicate effectively | 25 | 93 | 10 | 7 | 16 | 60 |
| 10. To give an example of attitudes and behaviors that sustain and damage a relationship | 22 | 81 | 7 | 26 | 16 | 60 |
| 11. Recognize the importance of establishing and maintaining meaningful relationships | 19 | 73 | 11 | 41 | 15 | 55 |
| 12. To be able to question the good communication with others | 23 | 85 | 5 | 19 | 18 | 66 |

| | | | | | | |
|---|----|----|----|----|----|----|
| 13. To be able to explain the importance of press and its relationship with the public | 6 | 22 | 19 | 73 | 4 | 15 |
| 14. To make recommendations for more effective implementation of human rights in the society that we live in | 17 | 63 | 18 | 66 | 21 | 77 |
| 15. To be able to state that it is a citizenship duty to apply to the competent authorities in case of violation of rights. | 12 | 44 | 20 | 74 | 18 | 66 |
| 16. Recognize the importance of freedom of thought and freedom expression | 14 | 52 | 16 | 59 | 12 | 44 |
| 17. To be able to explain that no one shall interfere in other's private life, family or home unless the judicial decision | 5 | 19 | 24 | 88 | 4 | 15 |
| 18. To be able to express the need for press and publication organs to work freely without restriction | 4 | 15 | 22 | 81 | 4 | 15 |

As seen in Table 5 , the film analysis form was filled by 27 students because a student was not in school that week.

All of Hasan Şadoğlu Middle School students associated the first article with The Chorus, 26% with The Truman Show and 33% with The Visitor. It is thought that the students' awareness on The Chorus film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students associated the 2nd article 81% with The Chorus, 55% with The Visitor and 22% with The Truman Show. The film which emphasizes most of the acquisitions is The Chorus and the example of positive communication based on tolerance in The Visitor is highlighted in film analysis papers. For this reason, it is thought that more than half of the acquisition in question improves the students' awareness of the film.

Students associated the 3rd article 93% with The Chorus, 15% with The Visitor and 12% with The Truman Show. It is thought that the students' awareness on The Truman Show film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students associated the 4th article 93% with The Truman Show, 26% with The Chorus and The Visitor. It is thought that the students' awareness on The Truman Show film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students all associated the 5th article with The Truman Show, 12% with The Visitor and 7% with The Chorus. It is thought that the students' awareness on The Truman Show film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students associated the 6th article 59% with The Chorus, 33% with The Truman Show and The Visitor. It is thought that the students' awareness on The Chorus film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students associated the 7th article 81% with The Visitor, 74% with Chorus and 30% with The Truman Show. It is thought that the students' awareness on The Visitor and The Chorus film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students associated the 8th article 85% with The Visitor, 41% with The Chorus and 22% with The Truman Show. It is thought that the students' awareness on The Visitor film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students associated the 9th article 93% with The Chorus, 60% with The Visitor and 7% with The Truman Show. It is thought that the students' awareness on The Visitor and The Chorus films are high due to the fact that these are the movies where the acquisitions are most accentuated.

Students associated the 10th article 81% with The Chorus, 60% with The Visitor and 26% with The Truman Show. It is thought that the students' awareness on The Visitor and The Chorus films are high due to the fact that these are the movies where the acquisitions are most accentuated.

Students associated the 11th article 73% with The Chorus, 55% with The Visitor and 41% with The Truman Show. It is thought that the students' awareness on The Visitor and The Chorus films are high due to the fact that these are the movies where the acquisitions are most accentuated.

Students associated the 12th article 85% with The Chorus, 66% with The Visitor and 19% with The Truman Show. It is thought that the students' awareness on The Visitor and The Chorus films are high due to the fact that these are the movies where the acquisitions are most accentuated.

Students associated the 13th article 73% with The Chorus, 22% with The Chorus and 15% with The Visitor. . It is thought that the students' awareness on The Truman Show film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students associated the 14th article 77% with The Visitor, 66% with The Truman Show and 63% with The Chorus. The acquisitions here are related to human rights and all of the films had an emphasis on it. For this reason, it is thought that students have a high level of awareness about these films.

Students associated the 15th article 74% with The Truman Show, 66% with The Visitor and 44% with The Chorus. It is thought that the students' awareness on The Visitor and The Truman Show films are high due to the fact that these are the movies where the acquisitions are most accentuated.

Students associated the 16th article 59% with The Truman Show, 52% with The Chorus and 44% with The Visitor. It is thought that the students' awareness on The Truman Show and The Chorus films are high due to the fact that these are the movies where the acquisitions are most accentuated.

Students associated the 17th article 88% with The Truman Show, 19% with The Chorus and 15% with The Visitor. It is thought that the students' awareness on The Truman Show film is high due to the fact that it is the movie where the acquisitions are most accentuated.

Students associated the 18th article 81% with The Truman Show, 15% with The Chorus and The Visitor. It is thought that the students' awareness on The Truman Show film is high due to the fact that it is the movie where the acquisitions are most accentuated.

In the film analysis table, it is thought that after thorough analysis of each item, the students have been able to successfully analyze the three films they watched and associate them with the acquisitions. Therefore, in this context they have a high level of awareness about the films.

Findings from semi-structured interview

A semi-structured interview form was applied to determine the behaviors of the students studying with films. The findings obtained were analyzed and summarized in the table below.

Table 6. Findings from semi-structured interviews

| Themes | Similar Student Statements |
|---|---|
| <p>Purpose of the Study</p> | <p>I think the purpose of handling this unit with films was besides making the subject fun and interesting, it was to analyze the subject with the worksheets we filled out and to see the results of the communication examples... I think the reasons why we're handling this unit with movies are because there are real-life examples about the unit in front of us when we are learning it, and 9 months later when we get SBS questions on this unit we will remember the scenes, and also because it makes most of us more interested in the subject... When we watch the movies, we see people communicating with each other. We might have watched a movie because learning can be more effective if we actually watch other people communicating... I believe we watched a movie to make this unit more fun and make it more lasting by providing visualization... To get a better understanding of the subjects, just like a "cartoon work"... Making lessons with movies is more interesting than the normal subject... Films are more effective in communication... We've watched movies to better understand the meanings of communication and human relations and to have fun and learn with examples in the film. We have seen examples of communication types in these films. We exemplified the elements used in communication... Because the films provide more vividness of the subjects... The films we watched weren't just any three films. They were related to communication. We examined the communication characteristics of characters in this movie and how they communicate. That's why we learned while watching... The reason why we are working with movies is because it's easier to understand and keep in mind when we see the subject and process it with examples... It was to make us students learn the unit in an easier and more fun way and to keep it our minds with an easy and understandable manner. It was to ensure us not get bored during the lesson... To improve our visuality and to make sure we learn the topic by having fun. Because a person remembers the things he sees better, but might forget easily if he only listens. The films were educational films. It makes it easier for us to understand when given visual examples of life from some events. That's why we've done this by watching movies. We had fun and learned at the same time.</p> |
| <p>Emotions and Thoughts On This Study</p> | <p>I really thought there might be difficulties in our lives watching these movies. I'm both surprised and amazed. I've seen how injustice done to people... I have learned what people might think and feel about positive and negative communication... I was upset to find out in some schools what kind of education is given to the students while they are in some kind of difficulties, how they had been unfair to people, and what they did without caring about their privacy... I had fun and learned. I was relieved when I have a lesson in the course of watching movie which we have to learn after having boring class and heavy lessons... I realized I could comment the movies I watched. Many features of communication were explained in the films. We learned the communication skills of human rights, mass media, artistic activities (music, pictures, etc.)... The lesson became more enjoyable and we learned better because we watched the subject with excitement and interest. This study thought to respect the privacy of others all the time and to realize my freedom... I understood that communication is a very powerful weapon, if we use it wrong, we can hurt the other person. It seems that, we would able to learn the subjects by watching movies. I was thrilled when I first heard of this work, I was very happy when I started to practice and I made this work fun... I think I would like to do a very nice and effective work in advance units, too...</p> <p>This led to a better understanding of the subject, and from another perspective to the events around me. It was fun to watch a movie... It was so much better to learn with the movie and I like it so much. It becomes more memorable and helps us make more regular test questions, because there are examples from movies... The film works better than the book... I was happy when I was going to</p> |

| |
|---|
| <p>every social class, I was saying, "Hooray we'll watch a movie today!"... I am very angry with those who violate human rights... This study made this information more permanent... I like this work because I think it is more effective to sample the subject with life and see the example as it works... During this study, I quickly grasped things (I didn't even notice) and I was happy that I understood so quickly.</p> |
|---|

As summarized in Table 6, learning with films is a conscious activity to make lessons with Hasan Şadoğlu Secondary School students and the subject was made more enjoyable to ensure persistent learning by connecting with real life and that they are better motivated to the course in this way. They stated that they worked more willingly and therefore learned better.

Conclusion Discussion and Suggestions

As a result, in this study, it was determined that the use of films in Social Studies education was effective in acquiring students' social knowledge education gains, skills and values. It is seen that various studies support this result. Walker (2006) and Woelders (2007), for example, concluded that films support students' permanent learning rather than short-term, memory-based learning. Again, Birkök (2008) stated that the films played an important role in transforming the abstract knowledge into real life and that the films had an important role in transferring the social facts and thoughts with the real meaning and emotions. Especially in this study, it was found that the films had a significant effect in teaching social phenomenon and abstract concepts such as communication and human relations . In another study, Watts (2007) stated that movies provide a rich learning environment and motivates primary school students. This study shows parallel results with Watts' study.

The students stated that the use of film in the Social Studies lesson became more fun because of the visuality in learning and the connection with life. The students stated that communication with the Communication and Human Relations Unit provided an understanding of the concepts related to the unit and the permanent learning of the unit. The students mentioned that it would be useful to watch movies in other units because it provides a better understanding of the subject. They stated that they had reviewed their lives by associating the films with their own lives, and expressed that they gained awareness of communication, human relations and human rights. As can be seen, it can be said that the films contribute to the cognitive and social levels of students and affect the levels of empathy and awareness.

The students analyzed the experiences of people from different cultures and how they were able to influence each other's lives through communication examples where tolerance was effective and they were able to express their feelings and thoughts about the film in this context. For example , students who expressed examples of human rights violations on the basis of immigrant racial discrimination were able to raise awareness of rights and rights violations. In the same context, they stated similar and different characteristics of the characters in the film and they stated that their human values are similar but they have different physical and socio-cultural characteristics. Again, it can be seen that students can explain the coexistence of people from different cultures in the films in terms of respect to differences.

Watching movies should not only be considered as a leisure activity, but should be screened and recommended by teachers to students for educational or social purposes.

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