

Using Movies to Stimulate Learning in Sport Subjects

Keywords – Movies, learning, curriculum content

Name – Don Cock, Sarah Nixon, Cath Walker, Barbara Walsh

School / Department – Centre for Sport, Dance and Outdoor Education

Institution – Liverpool John Moores University

Activity – Student learning, curriculum development through using movies.

Group – One hundred and five Level 1 students studying BA (Hons) Sport development with PE.

Aim

- To encourage students to begin to interact with subject contexts and concepts through the use of sport-related films.
- To develop students analysis skills through the production of film reviews and reports.
- To assess whether using movies as a teaching tool stimulates interest and learning.

Context / Background

The programme team of the above degree were concerned about L1 student induction and the amount of engagement and curiosity that the students were showing regarding the subject. After discussion, the decision was made to radically overhaul the previous approach and to put together a 5 week transition programme to introduce the new students to the university, each other, the staff and the subject. The curriculum was split into core themes and then a variety of activities was developed in order to both ensure subject content was covered and also to introduce the students to study skills and other learning strategies. Personal tutor groups were used as the basis of each day where the students met their tutor, collected their reading material for the day and checked in on their development. A whole range of activities was on offer, with Movies being their Monday morning session.

To try and capture the students' imagination and to engage them a little differently with their subject we decided to use films as a way of getting them to think about areas and report on them. For example when the focus was on them and their development through sport in week one of the transition period, we used the film 'Goal' and asked them to produce a group movie review on video in relation to a set of questions we had asked about the film. The films were chosen

in relation to the messages we wanted to get across to the students and each one was accompanied by a task.

Example

The curriculum was split into 5 areas all linked to sport and for each of these themes, a film was chosen which the staff felt reflected the message they were trying to impart.

Sport & You	Goal
Sport & Physical Activity	Rocky IV
Sport & Physical Education	Coach Carter
Sport & Development	Cool Running
Sport & Community	Million Dollar Baby

A set of questions was given to the students to stimulate their thinking on each film. The tutor groups then put together a review or report through independent study and presented this to their tutor in groups at the end of the day.

A set of questions was given to the students to stimulate their thinking on each film. The tutor groups then put together a review or report through independent study and presented this to their tutor in groups at the end of the day.

Results / Feedback

Part of the transition evaluation focused specifically on the movie sessions with overall 89.8% of the students reporting seeing a link between the movies and the subject within sport and that they could also see the purpose of analysing the films. 10% of students highlighted the movies as their favourite activity in the transition phase, although 6% highlighted it as their least favourite.

In terms of a tool for engagement with sport, movies were ranked 6th behind practicals, group tutor meetings, theory lectures, group study and guest speakers. However when related to stimulating their interest in sport, movies ranked second behind practicals with 38.5%. The qualitative data indicated that this was helped by the follow up discussion with personal tutors on how the film linked in to the theme of the week.

The results on the extent to which sessions helped them to think about things in a different way showed movies ranked in 3rd place with 44.9% saying it greatly affected how they thought about sport. Again, this was shown to have been influenced by discussions with group tutors following the films.

Some of the comments from the students included “the movies were good as they split the day up but also had great meaning.” “Everything that was done was fun, informational and good.”

Overall it was felt that using the films as a subject aid was positive and it worked as part of a package of experiences to help L1 students engage with and develop their thinking of their subject.

Other comments

There is a Human Kinetics book that looks at Teaching with Movies

Teresa O'Bannon, Marni Goldenberg.

Teaching With Movies - Recreation, Sports, Tourism, and Physical Education

This case study relates to two other case studies, “**A Change from Induction to Transition, Can this Affect Student Engagement and Learning?**” and “**Changing Induction to Transition for L1 Students: A Staff Perspective**” both of which can be found on the HLST website in the case studies areas under the themes of Groupwork and Curriculum Development, among others.

<http://www.heacademy.ac.uk/hlst/resources/casestudies>

Further Information – d.cock@ljmu.ac.uk, s.nixon@ljmu.ac.uk,
b.walsh@ljmu.ac.uk, c.m.walker@ljmu.ac.uk