**Using Video in the Age of Selfies**

The professional-educational identity of students as seen through the lens of their personal cameras

**4 Film**

**5**

Video, used in various ways, is a central component of public discourse in the current era. Most videos are filmed and distributed in superficial, popular ways that emerge from the intensification of “specialness” in our world. Human culture has produced many artists who painted self-portraits resulting from deep examination of their inner being, along with the touch of narcissism that accompanies these works. The “selfie” culture is a direct continuation of this phenomenon. Today’s popular psychology places a culture of confession front and center, as way to construct personality, and facilitate growth and development. The culture of photography in general, and of selfies in particular, as well as the culture of connection and immediately sharing every experience, are nourished by the phenomenon of confession, pushing people to document and photograph every stage of their ordinary lives, thereby making themselves “unique.” The constant picture-taking presents superficial images of both the photographers and people they photograph. Therefore, a search for way to use video to achieve deeper expressions of thought and emotion led me to develop educational uses of video for meaningful learning (Harpaz, 2014), by including video creation as part of the teacher training process. The students produce videos that present their inner world, as it is relates to the construction of their identity as teachers in particular, and as part of the educational system more generally. Interviews with the students, after completing the course, presented alongside the videos they created, show that using this media opens a window into the world of creativity, allowing a glimpse into the emotional worlds of both the artist and the spectator (Shalita, Friedman, & Harten, 2001, Cox & Taha, 2010).

In the presentation, I will present the purpose of the workshop course, which allows students to experiment with various tools, use video for thinking and making a statement concerning a subject that occupies them personally and emotionally, and is part of shaping and consolidating their professional personality. The course focuses on a single subject, on which all participants work. The subject is chosen by the lecturer after a preliminary conversation with the participants. Examples of subjects chosen include: “the school: technology and me,” “teacher-student relations,” and “this teacher is me,” etc.

The course assignments are short clips of up to two minutes, using different genres, and created by individuals or groups working together, to facilitate personal expression through photography and editing. Each student chooses how his personal statement will be expressed in the context of the chosen topic. The course requires creation, clarification, interpretation (Jameson, 1981) and deep exploration while providing practical tools for photography, editing and evaluation. The lecturer and the students undergo an emotional inquiry into their identity in the education system as teachers, as students and as parents. The videos and interviews to be presented were created by students in the 21st Century Skills course at Herzog College, in recent years.

**6**

Study of the students’ videos, categorized into several genres, provides a glimpse into the emotional world of teacher-trainees. The videos will show participants the tools available for using video with pupils and students, of varying ages, to work on subjects from their own world. The tools are taken from the world of video-therapy, a therapeutic realm that focuses on the emotional aspects of the human psyche, and adapted for the world of education, where we wish to develop tools for building the inner world of the student. The videos will present a world of images, statements and scenes that engage the teacher-trainee, and might help those working in teacher training formulate additional means of communications within the world of education. The products of the course raise a wide range of response dilemmas, both regarding the subjects and educational issues they raise, and the means of visual expression. Another dilemma that will emerge from viewing the videos regards attitudes and tendency towards being judgmental in three circles: the lecturer vis-à-vis the students, the students among themselves, and the students vis- à -vis the lecturer.

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The videos and interviews are the work of students in the 21st Century Skills course at Herzog College, over the last four years. This course was created because of our desire to facilitate and experiment with a learning experience that is suitable for education in an age of constant change, which orients us to build the students’ emotional skills, via teamwork and learning management based on the Project Based Learning model (Ravitz, 2010; Rosenfeld, 2017). The videos reflect the emotional process of building the identity of upcoming teachers, while examining their character as students in the past and educators in future.

We will present three genres:

• Videos created out of “**found footage**,” **selections of movies** combined to form a comprehensive statement and sentiment regarding the chosen subject. The videos were made by individuals and group.

• Videos that focus on **images** that represent feelings and make a statement about the chosen subject. These videos were made by individuals.

• Video of a scene, an episode related the selected topic. Playing (Winnicott, 1995).

In each of the options, the students goes through a process of clarification: what statement do they want to make about the chosen subject, and how will photography and editing serve them when creating the video? For example: a subject that focuses on the character of the teacher forces students to think about themselves as future teachers, or as former students, and seek their foundational life experiences in this context. A review of the students’ own process documentation will help viewers focus on components of the educational and emotional processes that the students undergo while creating the videos. Both the people viewing the videos and the students will come to understand what the distinction between the private and the personal means in a world of sharing.

**8 Questions For Discussion**

1. How does the student present his personal world within a pre-determined subject?
2. What is the difference between personal exposure and private exposure?
3. How should we relate to students’ personal creations in a classroom setting?

**9 Sources**

For section 5:

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**ERIC key words:**

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