

LEARNING PROGRAMME

Introducing TV (and Film) into the Classroom: The “Why” and the “How”

10-DAY COURSE

50 learning hours | Course programme

Introducing TV (and Film) into the Classroom: The "Why" and the "How" – 10-Day Course

Introduction and Description

This course offers an in-depth and critically informed examination of the pedagogical, epistemological, and sociocultural implications of integrating television and film into contemporary teaching and learning. Situated at the intersection of media education, multimodal literacy studies, and 21st-century competence development, the programme recognises audiovisual media as a dominant cultural form that profoundly shapes how young people perceive, construct, and communicate meaning. Accordingly, the course conceptualises film and television not merely as supplementary instructional materials, but as complex, textually rich artefacts capable of fostering analytical thinking, narrative understanding, linguistic development, and ethical reflection across diverse curricular areas.

Drawing on scholarship from visual semiotics, cultural studies, cognitive psychology, and learning sciences, participants investigate the narrative and aesthetic structures of screen media; the grammar and syntax of audiovisual communication; and the ways in which these modes of representation mediate learners' engagement, identity formation, and conceptual understanding. The course interrogates both the affordances and limitations of audiovisual materials, emphasising critical media literacy as a foundational competence for navigating contemporary information ecosystems characterised by algorithmic curation, fragmented attention economies, and pervasive audiovisual saturation.

At the same time, the programme adopts a strongly practice-oriented perspective. Participants examine pedagogical models for structured viewing, dialogic interpretation, and inquiry-based activities that translate media consumption into meaningful learning opportunities. They explore strategies for designing inclusive and differentiated media-based lessons, developing ethical and culturally responsive selection criteria, and embedding film and television within broader curricular and citizenship objectives. The course further introduces the creative dimension of media education by supporting teachers in facilitating learner-generated content, project-based storytelling, and collaborative video production using accessible digital and AI-supported tools.

Moreover, the course systemically addresses institutional considerations such as copyright compliance, safeguarding responsibilities, and creating school-wide approaches to media literacy progression. Through analytical workshops, micro-teaching activities, reflective journals, and collaborative design tasks, participants cultivate both the theoretical fluency and practical competence required to integrate audiovisual media with intentionality, rigour, and pedagogical coherence. By the end of

the programme, participants will be equipped to deploy film and television as powerful catalysts for cognition, creativity, communication, critical thinking, and intercultural understanding—thus contributing to more engaging, relevant, and critically empowered learning environments.

Methodology and Assessment

The course employs interactive, practice-oriented, and research-informed methodologies that blend theoretical input with hands-on experimentation. Participants engage in guided film/TV analysis, collaborative workshops, structured viewing cycles, micro-production tasks, peer dialogue, and reflective activities. Learning is scaffolded through modelling, exemplars, and iterative feedback. Assessment is formative and continuous, emphasising professional growth: participants design a media-based lesson or project, present a micro-teaching segment, and engage in peer review. The final evaluation focuses on pedagogical coherence, critical engagement with media, and the capacity to translate course learning into classroom practice.

Learning Objectives

By the end of the course, participants will be able to:

Understanding Audiovisual Media & Learning

• Analyse the historical evolution, cultural functions, and narrative structures of TV and film, with attention to their pedagogical relevance in contemporary schooling.
• Critically evaluate the multimodal grammar of audiovisual texts—framing, editing, sound, symbolism—and interpret how technical choices shape meaning and learner reception.
• Examine the theoretical foundations of media literacy, multimodal learning, and socially situated cognition as they apply to classroom use of film and television.

Designing Pedagogically Robust Media-Based Learning

• Select and justify appropriate audiovisual materials using criteria grounded in pedagogy, inclusivity, cultural sensitivity, and ethical frameworks.
• Design structured pre-, while-, and post-viewing activities that promote comprehension, critical thinking, disciplinary learning, and language development.
• Implement differentiated and accessible media-based lessons that support diverse learners, including those with special educational needs.

Facilitating Critical, Creative & Ethical Engagement

• Guide learners in developing critical viewing practices, recognising bias, representation, and power relations embedded in audiovisual narratives.
• Integrate TV and film as catalysts for social-emotional learning, intercultural understanding, and citizenship education.
• Employ digital and AI-supported tools to scaffold collaborative media analysis, interactive video tasks, and student-generated productions.

Developing Classroom Application & Professional Practice

• Produce and evaluate short learner-generated video tasks (e.g., storyboards, micro-scenes, reflective clips) as part of project-based media education.
• Plan for responsible implementation of media in schools, including copyright compliance, safeguarding, digital wellbeing, and long-term curricular integration.
• Critically reflect on one's own pedagogical beliefs and practices related to media, articulating a sustainable strategy for developing whole-school media literacy.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record

of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	COURSE ORIENTATION & THE FOUNDATIONS OF AUDIOVISUAL LITERACY
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Why audiovisual media? Rationale for contemporary schools

11.15 - 11.30	Break
11.30 - 12.15	Media literacy as a 21st-century competence
12.15 - 13.00	Ethical and pedagogical considerations
Day 2	HISTORY, GRAMMAR & LANGUAGE OF FILM AND TELEVISION
09.00 - 09.45	A brief history of audiovisual storytelling
09.45 - 10.30	Understanding film & TV grammar
10.30 - 11.15	Narrative structures in film and TV
11.15 - 11.30	Break
11.30 - 12.15	Reading images critically
12.15 - 13.00	Hands-on micro-analysis workshop
Day 3	THE PEDAGOGICAL "WHY": LEARNING THEORY & BENEFITS
09.00 - 09.45	Cognitive and socio-constructivist foundations
09.45 - 10.30	Film & TV as vehicles for motivation and engagement
10.30 - 11.15	Developing critical thinking through media
11.15 - 11.30	Break
11.30 - 12.15	Cross-curricular potential
12.15 - 13.00	Designing lesson intentions and outcomes
Day 4	SELECTING & CURATING MATERIALS
09.00 - 09.45	Criteria for selecting TV/film content
09.45 - 10.30	Navigating copyright and licensing
10.30 - 11.15	Age-rating systems & risk assessment
11.15 - 11.30	Break
11.30 - 12.15	Finding quality resources
12.15 - 13.00	Hands-on curation task
Day 5	PRACTICAL STRATEGIES FOR USING TV & FILM IN THE CLASSROOM
09.00 - 09.45	Pre-viewing strategies
09.45 - 10.30	While-viewing strategies
10.30 - 11.15	Post-viewing strategies

11.15 - 11.30	Break
11.30 - 12.15	Designing differentiated activities
12.15 - 13.00	Workshop: Turning viewing into learning
Day 6	MEDIA PRODUCTION LITERACY: FROM VIEWERS TO CREATORS
09.00 - 09.45	Why students should create media
09.45 - 10.30	Basics of low-threshold media production
10.30 - 11.15	Storyboarding and scripting
11.15 - 11.30	Break
11.30 - 12.15	Editing fundamentals
12.15 - 13.00	Mini-production task
Day 7	USING TV & FILM FOR LANGUAGE LEARNING
09.00 - 09.45	Audiovisual input for vocabulary and grammar acquisition
09.45 - 10.30	Subtitles: pedagogical strategies
10.30 - 11.15	Listening comprehension through multimodal scaffolding
11.15 - 11.30	Break
11.30 - 12.15	Project-based learning with TV and film
12.15 - 13.00	Designing a language-focused media lesson
Day 8	USING TV & FILM FOR CITIZENSHIP, VALUES & SOCIAL-EMOTIONAL LEARNING
09.00 - 09.45	Media as mirrors of social issues
09.45 - 10.30	Films & TV for SEL (Social Emotional Learning)
10.30 - 11.15	Ethics of representation
11.15 - 11.30	Break
11.30 - 12.15	Facilitating sensitive classroom discussions
12.15 - 13.00	Using media for inclusive citizenship education
Day 9	DIGITAL TOOLS, AI & COLLABORATIVE MEDIA PROJECTS
09.00 - 09.45	Digital platforms for annotation and collaborative analysis
09.45 - 10.30	AI-supported media tasks

10.30 - 11.15	Interactive video tools
11.15 - 11.30	Break
11.30 - 12.15	Project management tools for student media work
12.15 - 13.00	Designing a digital-media project
Day 10	Individual Support, Presentations & Closing
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.