InterAct

LEARNING PROGRAMME

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

5-DAY COURSE

25 learning hours | Course programme

Introducing TV (and Film) into the Classroom: The "Why" and the "How" – 5-Day Course

Introduction and Description

This intensive 5-day programme offers a theoretically grounded and practice-rich exploration of how television and film can serve as powerful pedagogical instruments across a range of educational settings. Recognising audiovisual media as one of the most influential communicative forms of the 21st century, the course positions film not merely as a motivational supplement but as a multimodal text capable of cultivating analytical, linguistic, ethical, and creative competences. Participants are introduced to foundational concepts from media literacy studies, narrative theory, multimodal learning, and the learning sciences, enabling them to interrogate how filmic language —composition, editing, sound, performance, and representation—shapes learners' meaning-making processes and socio-emotional engagement.

Through a sustained focus on pedagogical framing, the course equips participants with strategies for designing structured viewing cycles, facilitating critical interpretation, and fostering inquiry-based dialogue around audiovisual materials. Case studies and exemplars illustrate the diverse applications of film in formal schooling, adult education, community learning, and intercultural projects. In parallel, the programme highlights the ethical, cultural, and accessibility considerations that underpin responsible film use, including representation, safeguarding, copyright and fair use, and differentiated instruction for learners with diverse needs.

The course integrates substantial hands-on practice. Participants engage in analytic exercises, micro-design tasks, and collaborative workshops that translate theoretical models into classroom-ready activities. They become familiar with a range of digital resources and online platforms—particularly eTwinning and the European School Education Platform—that support cross-border collaboration, teacher networking, and learner-generated media projects. Through individual support sessions and reflective presentations, participants consolidate their professional competences and develop actionable plans for embedding film into their own educational contexts with intentionality, equity, and pedagogical coherence.

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 Film as a Pedagogical Medium

• Analyse the cultural, cognitive, and communicative functions of film in diverse educational environments beyond traditional schooling.
• Demonstrate understanding of fundamental filmic elements—visual composition, montage, sound design, narrative structure—and their pedagogical implications.
• Critically appraise the potential of audiovisual media to support motivation, comprehension, critical literacy, and socio-emotional development.

Designing Pedagogically Sound Film-Based Learning

• Construct coherent pre-viewing, while-viewing, and post-viewing activity sequences aligned with curricular goals and learner needs.
• Apply principles of inclusive and differentiated teaching to ensure accessibility for learners with diverse linguistic, cognitive, and sensory profiles.
• Integrate film into broader thematic or interdisciplinary teaching units using appropriate pedagogical models and evidence-based approaches.

Developing Critical & Creative Media Competence

• Facilitate learners' development of critical media literacy, including the ability to analyse representation, bias, stereotype, and visual persuasion strategies.
• Design creative exercises—such as rewrites, scene reconstructions, or micro-productions—that promote active learner engagement and narrative understanding.
• Evaluate ethically and culturally sensitive issues when selecting and presenting audiovisual content.

Using Digital Tools & Collaborative Platforms

• Navigate and curate online repositories of educational film materials and open-licence resources.
• Employ digital tools for annotation, interactive viewing, collaborative analysis, and student-generated content.

• Design or adapt collaborative projects suitable for eTwinning or the European School Education Platform, using film as a catalyst for cross-border learning.

Professional Reflection & Implementation

• Produce a classroom-ready film-based lesson or unit and justify its pedagogical foundations.
• Engage in reflective dialogue regarding one's own media practices, assumptions, and professional growth.
• Formulate a sustainable strategy for integrating film and TV into teaching practice in a manner consistent with school-wide priorities, ethical frameworks, and learner-centred pedagogy.

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: 400 €

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 (25 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	Film in diverse educational contexts
12.15 - 13.00	The grammar of film – an introductory analytical lens
Day 2	PEDAGOGICAL FRAMING & LEARNING DESIGN
09.00 - 09.45	Pedagogical foundations of film usage
09.45 - 10.30	The structured viewing cycle
10.30 - 11.15	Inclusion and accessibility in film pedagogy
11.15 - 11.30	Break
11.30 - 12.15	Case studies in pedagogical practice
12.15 - 13.00	Viewing sequence
Day 3	PRACTICAL APPLICATIONS, EXERCISES & CRITICAL LITERACY
09.00 - 09.45	Exercises for developing critical viewing competencies
09.45 - 10.30	Analytical activities for classroom use
10.30 - 11.15	Creative tasks for learners
11.15 - 11.30	Break
11.30 - 12.15	Extended case studies
12.15 - 13.00	Designing classroom-ready activities
Day 4	DIGITAL RESOURCES, ONLINE TOOLS & COLLABORATIVE PLATFORMS
09.00 - 09.45	Online resources for teachers
09.45 - 10.30	Tools for film-based tasks
10.30 - 11.15	Using eTwinning and the ESEP
11.15 - 11.30	Break
11.30 - 12.15	Film-enhanced digital citizenship
12.15 - 13.00	Designing a cross-border film project
Day 5	INDIVIDUAL SUPPORT, PRESENTATIONS & REFLECTION
09.00 - 09.45	Finalising and troubleshooting the project plan
09.45 - 10.30	Preparing the final presentations and individual support
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.