



Cinema and education: experience report of extension during the Covid-19 pandemic

Cinema e educação: relato de experiência
de extensão durante a pandemia da Covid-19

Cine y educación: informe de experiencia
de extensión durante la pandemia Covid-19

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Abstract

Introduction: The COVID-19 pandemic directly impacted the lives of teachers and students, who, due to social isolation, had to reinvent the teaching and learning process. Technology became the main form of contact and was the means to continue classes and extension projects. **Objective:** To report the experience of the idealization and execution of an extension project based on active teaching-learning methodologies involving the theme of cinema in times of social isolation in an undergraduate course in Speech, Language and Hearing Sciences. **Methods:** The organizing committee was composed of 3 professors and students of the Speech Therapy course at a private college. Through prior planning, the members of the commission chose the film, the panelists and the process of registering and publicizing the activity was carried out. The event was held through the remote conference service “ZOOM”. **Results:**

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Authors' contributions:

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12 editions, lasting 2 hours each, were promoted, with a total of 1717 subscribers, 896 listeners. In total, 36 panelists were invited to the discussions, from the area of speech therapy, psychology, physiotherapy, nursing technician, law, business, military police, administration, medicine and pedagogy. The panelists addressed personal and professional topics, giving listeners a deeper and different look at the film and the contexts experienced daily. **Conclusion:** The execution of the extension project CineUNIPLAN, by remote modality, provided the engagement of the students of the undergraduate course in speech therapy in times of social isolation, raising relevant discussions, in a relaxed moment.

Keywords: Speech, Language and Hearing Sciences; Education, Distance; Coronavirus; Pandemics; Education, Higher

Resumo

Introdução: A pandemia pela COVID-19 impactou diretamente a vida de professores e estudantes, que, devido ao isolamento social, tiveram que reinventar o processo de ensino e aprendizagem. A tecnologia se tornou a principal forma de contato e foi o meio para continuar as aulas e projetos de extensão. **Objetivo:** Relatar a experiência da idealização e execução de um projeto de extensão baseado em metodologias ativas de ensino-aprendizagem envolvendo a temática do cinema em tempos de isolamento social em um curso de graduação em Fonoaudiologia. **Métodos:** A comissão organizadora foi composta por 3 professores e 129 participações de graduandos do 5º ao 8º semestre do curso de Fonoaudiologia de uma faculdade privada. Por meio de um planejamento prévio, os integrantes da comissão escolheram o filme, os debatedores, e realizaram o processo de inscrição e divulgação da atividade. O evento foi realizado por meio do serviço de conferência remota “Zoom”. **Resultados:** Foram promovidos 12 encontros com duração de 2 horas cada encontro, com um total de 1717 inscritos, 896 ouvintes. Para as discussões foram convidados ao todo 36 debatedores, sendo eles fonoaudiólogos, psicólogos, fisioterapeutas, técnicos em enfermagem, advogados, empresários, policiais militares, administradores de empresas, médicos e pedagogos. Os debatedores abordaram temas pessoais e profissionais proporcionando aos ouvintes um olhar mais profundo e diferente em relação ao filme e aos contextos vividos diariamente. **Conclusão:** A execução do projeto de extensão CineUNIPLAN, por modalidade remota, proporcionou o engajamento dos alunos do curso de graduação em fonoaudiologia em tempos de isolamento social, levantando discussões relevantes, em um momento descontraído.

Palavras-chave: Fonoaudiologia; Educação a Distância; Coronavírus; Pandemias; Educação Superior

Resumen

Introducción: La pandemia de COVID-19 impactó directamente en la vida de docentes y estudiantes, quienes, debido al aislamiento social, tuvieron que reinventar el proceso de enseñanza y aprendizaje. La tecnología se convirtió en la principal forma de contacto y fue el medio para continuar las clases y los proyectos de extensión. **Objetivo:** Informar la experiencia de la idealización y ejecución de un proyecto de extensión basado en metodologías activas de enseñanza-aprendizaje que involucran la temática del cine en tiempos de aislamiento social en un curso de pregrado en Logopedia. **Métodos:** El comité organizador estuvo compuesto por 3 profesores y alumnos del curso de Logopedia en un colegio privado. Mediante una planificación previa, los miembros de la comisión eligieron la película, los panelistas y se lleva a cabo el proceso de registro y difusión de la actividad. El evento se realizó a través del servicio de conferencias remotas “ZOOM”. **Resultados:** Se promocionaron 12 ediciones de 2 horas de duración cada encuentro, con un total de 1717 suscriptores, 896 oyentes. En total, 36 panelistas fueron invitados a las discusiones, pertenecientes al área de logopedia, psicología, fisioterapia, técnico de enfermería, derecho, empresa, policía militar, administración, medicina y pedagogía. Los panelistas abordaron temas personales y profesionales, dando a los oyentes una mirada más profunda y diferente a la película y los contextos vividos a diario. **Conclusión:** La ejecución del proyecto de extensión CineUNIPLAN, por modalidad remota, brindó el involucramiento de los estudiantes del curso de pregrado en logopedia en momentos de aislamiento social, suscitando discusiones relevantes, en un momento relajado.

Palabras clave: Fonoaudiología; Educación a distancia; Coronavirus; Pandemias; Educación Superior.





Introduction

Coronavirus pandemic (COVID-19), whose first case came out to the public in China, broke out in 2019, and it has still been a severe global health threat. Featuring the highest atypical pneumonia outbreak, was declared public health emergency of international concern by the World Health Organization (WHO)^{1,2}. The great proportion of outcomes by the coronavirus pandemic (COVID-19) has evolved the need to discuss a new array of possibilities, joining the social distancing preventive measures with new ways to carry out personal and professional activities³.

Regarding specifically the educational challenges, teachers and students have confronted a new reality. In some Brazilian universities, classes were suspended during the first semester of 2020, and in others, classes proceeded in the distance-learning mode. Such dilemmas for decision-making are founded in the discussion for not downgrading the quality of education, or losing collaborative experiences; also, the concern of causing the least impact on new professionals' education. Yet, there have not been established single guidelines; thus, the recording and study of different measures, taken in diverse world locations, are oriented, attempting to understand that impact on education³.

In Brazil, the Ministry of Health declared Public Health Emergency of National Significance in order to face the human infection by the new Coronavirus (COVID-19)⁴. In March 2020, the Ministry of Education exceptionally authorized the replacement of in-classroom disciplines underway by classes using information and communication technologies (ICTs)⁵.

In face of the recommendation of social isolation, and suspension of face-to-face classes, one of the solutions found by Higher-Education Institutions (HEI) was the adoption of distance learning. Thus, the re-structuring of teaching-learning methodologies was deemed necessary, causing a change in the paradigm, mainly in health graduation courses⁶. Teachers and students became connected by synchronous virtual classrooms, complemented by asynchronous activities, aiming at motivation so that educational processes were not interrupted⁷.

Apart from the educational impact caused by the pandemic, it is important to consider the emotional impact, high levels of anxiety, the negative

emotions experienced, as well as the psychological imbalance, which are associated to younger subjects⁸. With the sudden halt of in-classroom academic activities, carrying on the academic semester and, fundamentally, keeping the motivation and collaboration of the students in this process have become a daunting task. The new reality, faced by students, directly affects their mental health, and such impact may be prolonged, hindering their quality of life⁹.

Moreover, the psychological harm is also observed, related to changes in the sleep patterns, bringing about insomnia. COVID-19 pandemic has caused uncertainties and fears, one of them is how long social isolation will last, and to what extent it will affect individuals as a whole. Relatively long periods of social distancing usually bring about fear of getting infected, frustrations, boredom, poor diet, and a lot of biased information to the community at large¹⁰.

In light of this new reality confronted by HEIs, the need to use active teaching-learning methodologies is evident. They are innovative educational methodologies, used to place students as protagonists of their own learning, developing their autonomy and responsibility in this process¹¹.

The use of movies as an educational tool calls students' attention, enabling the connection between the content of the course and the affective domain, contributing to consolidate information, thus, applying it to their clinical practice¹². They also potentialize students' motivation for their academic activities¹³.

In that context, an extension project was elaborated by the course of Speech-Language Pathology and Audiology of a private college, aiming to motivate students' activation of their prior knowledge, and expand it by means of movie discussions on various themes. In addition, movies encourage students' involvement in carrying on the academic semester.

Therefore, this article aims to report the experience of designing and implementing an extension project based on active teaching-learning methodologies, involving movie themes, in a Speech Language Pathology and Audiology graduation course, in times of social isolation.



Methods

CineUNIPLAN extension project was designed and elaborated by a teacher from the Speech Language Pathology and Audiology Course of the Centro Universitário Planalto do Distrito Federal (UNIPLAN), who had been a scholarship-awarded, during graduation, of the Tutorial Education in Speech-Language Therapy from the Dentistry School of Bauru (USP – São Paulo University), where a similar activity was performed. The Project started at UNIPLAN in April 2020, soon after

the face-to-face classes were suspended due to the COVID-19.

Besides the coordinating faculty member – the project designer - the organizing committee comprised Speech-Therapy undergraduates and two more professors of the course. The students' team was rotating, that is, different students volunteered to take part in the organization of each meeting. There was a discussion about a movie with professionals from different fields, invited by the undergraduates of the organizing committee, in each meeting. The steps to be followed by the organizing committee are shown in the organizational chart below (Figure 1).

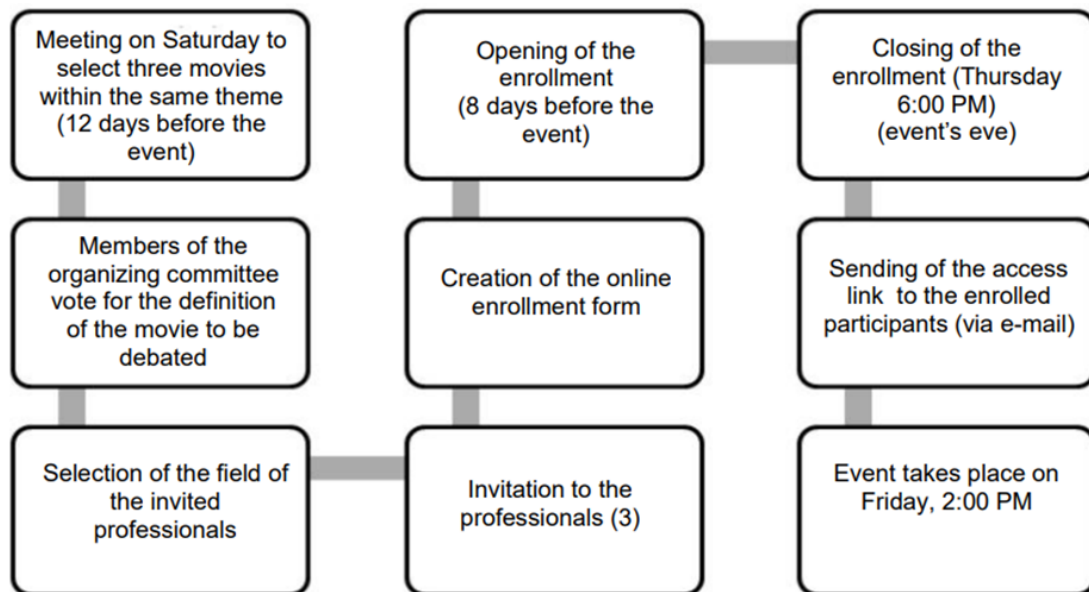


Figure 1. Organizational chart of each meeting

Three movies are selected and watched by the organizing committee, who votes and reaches a final decision in a virtual meeting. The organizing committee is also responsible for promoting the event, which entails some specificities: elaboration of the promotion art, list of enrollments, promotion in the social networks - WhatsApp, Instagram and Facebook. The project has an Instagram profile to promote the events already held, in order to involve more people as listeners and organizers.

The selection of the professionals/panelists is also done by the organizing committee, and the

invitation is held via WhatsApp. The selection is done according to the movie plot, keeping in mind which professionals could address the story of the selected movie.

The project events are held in virtual sessions by means of the Zoom platform (paid version, made available by the institution), at 2:00 pm on Fridays (day and time when Speech-Therapy students do not usually have any scheduled academic activity). Before beginning each meeting, the students from the organizing committee choose their tasks, which can be, as follows: to open the event (explain the



project goal), explain the movie synopsis, introduce the panelists, control the time, open the questions round, and invite other Speech-Therapy undergraduates to organize the following event.

Students interested in organizing the following meeting should send an e-mail with their full name and semester they are enrolled. The committee e-mails back informing them about the day and time of the organizing meeting, along with the Zoom link for accessing it. By accessing the virtual meeting, the interested students receive a booklet with the goal and all the process to organize the project.

In each event, students from the organizing committee are also responsible for the attendance control; counting of the present participants; elaboration of the certificates, and e-mail the certificates

to listeners, panelists, event hosts and the whole organizing team. The participation as a listener and in the organizing committee is voluntary and free of charge.

Results

Up to the present, 12 meetings have been held, with panelists from fields such as Speech-Language Pathology and Audiology, Psychology, Physical Therapy, Technical Nursing, Law, Entrepreneurship, State Police, Business, Oncology, Education, and Mail Office. Such meetings have totaled 1,717 enrollments, 896 listeners, with an average of 52% attendees on the day of the event (Chart 1).

Chart 1. Details of the extension project meetings regarding date, discussed movie, organizers, enrollments, participants, panelists and addressed themes.

Meetings	Date	Movie (Direction, year)	Organizers (amount)	Enrolled students / participants	Panelists and addressed themes
I	04/17	"Miracle in Cell Number 7" (Mehmet Ada Öztekin, 2019)	9	199/133	1- Speech therapist Addressed Theme: History of the mental disability; Language and human expression beyond the cognition; Cognitive and emotional relationship. 2- Lawyer Addressed Theme: Rules and Laws; Human view of the inmates; The Statute on People with Disabilities. 3- Psychologist Addressed Theme: Death penalty; Family dynamics; Personal values. 4- Police officer Addressed Theme: Right of defense; Social prejudice; Pre-judgement without the interference of personal values.
II	05/08	"The Intern" (Nancy Meyers, 2015)	7	98/83	1 - Speech Therapist Addressed Theme: Elderly health; Senescence and senility; Brazilian Unified Health System (SUS) and quality of life. 2 - Entrepreneur Addressed Theme: - Work, mother and wife's life; Characteristics of an intern; Difficulties of a woman in the business realm. 3 - Business manager Addressed Theme: The retired contingent in Brazil; Concept of retirement; Job Market; Workers' turnover.
III	05/22	"Intouchables" - French movie (Olivier Nakache and Éric Toledano, 2012)	10	135/127	1- Speech Therapist Addressed Theme: Interpersonal relationship; patient and caregiver; Communication adaptation; Clinical and humanized view. 2 - Nursing technician Addressed Theme: Patient's emotional needs; Well-being and quality of life. 3 - Physical therapist Addressed Theme: Humanized view of patient's healthcare; Stages of acceptance; Post-diagnosis life.
IV	06/19	"The boy who harnessed the wind" (Chiwetel Ejiofor, 2019)	12	148/90	1 - Nursing Technician and Speech Therapist Addressed Theme: Racism; Difficulties confronted while pursuing a dream. 2 - Physical therapist Addressed Theme: Study opportunities; Difficulties faced by a black person to enter university. 3 - Weatherman Addressed Theme: Movie comparison to Brazilian Northeastern region; Brazilian Northeastern climate; Wind energy; Environmental care.





Meetings	Date	Movie (Direction, year)	Organizers (amount)	Enrolled students / participants	Panelists and addressed themes
V	07/10	"Feel the beat" (Elissa Down, 2020)	13	133/70	1- Ballet dancer Addressed Theme: - Importance of art; Valuing hometown; Difficulties confronted while pursuing a dream. 2-Speech Therapist Addressed Theme: Inclusion of hearing-impaired people; Libras; Family incentive. 3-Speech Therapist Addressed Theme: Inclusion of Libras in the context of the hearing-impaired individual; Losses and gains of leaving hometown in order to pursue your dreams.
VI	07/31	"Still Alice" (Richard Glatzer and Wash Westmorela, 2015)	13	133/55	1- Speech Therapist Addressed Theme: Alzheimer's stages; Alteration and performance with the communication. 2- Psychogeriatrician Addressed Theme: Disease swings; Family support; Patients' life expectancy; Quality of life. 3- Daughter of a diagnosed patient Addressed Theme: Experience with a diagnosed mother.
VII	08/14	"Five Feet Apart" (Justin Baldoni, 2019)	9	236 / 78	1- Speech Therapist Addressed Theme: view of the disease and personal issues; Performance of the speech-language pathology on breath, diet, sleep and voice affected by fibrosis. 2-Physical therapist Addressed Theme: role of the physical therapy in the cystic fibrosis; Types of pulmonary rehabilitation therapy; Interdisciplinary performance with Physical Education; Reflection of Brazilian reality (access restriction to portable oxygen tanks). 3-Otorhynolaringologist Addressed Theme: Increase in life expectancy due to new therapeutic devices; Reflection of the disease impact on the family and how the team deals with the support network.
VIII	09/11	"Collateral Beauty" (David Frankel, 2017)	11	121/36	1-Speech Therapist Addressed Theme: Respect to the stages of life; Bereavement and love. 2-Oncologist Addressed Theme: Resistance about death as a talking subject; Remedial care; Clinical experience. 3-Psychologist Addressed Theme: Psychoanalysis; Depression.
IX	10/02	"The King's Speech" (Tom Hooper, 2011)	13	114/58	Speech-Language Pathologist Addressed Theme: Stuttering and its patterns; stuttering phases. Speech Therapist Addressed Theme: Therapist/patient relationship; Professional ethics; Multidisciplinary treatment.
X	10/23	"Me Before You" (Thea Sharrock, 2016)	13	105/81	1- Psychologist Addressed Theme: Depression, bereavement and melancholy. 2-Physical therapist Addressed Theme: the paraplegia barrier. 3-Speech Therapist Addressed Theme: Intubation and phonoarticulatory constraints.
XI	11/13	"Hush" (Mike Flanagan, 2016)	10	200/47	1- Psychologist Addressed Theme: Isolation and depression. 2 Speech Therapist Addressed Theme: Hearing-impaired people and quality of life; Hearing aids. 3- Speech Therapist Addressed Theme: Libras; Audiometric test; Respect to hearing-impaired people.
XII	12/04	"Klaus" (Sergio Pablos, 2019)	9	95/38	1- Educator Addressed Theme: Teacher's trajectory; Importance of family engagement at school; Importance of play; Children teach adults. 2- Speech Therapist Addressed Theme: Importance of the ludic and positive reinforcement; Cinematographic characteristics of the movie. 3- Administrator, ex-postal clerk Addressed Theme: Importance of friends in a professional career; Positivity; Parents' influences on their children's choices; Difficulties in changes.



Discussion

In the academic context, it is necessary not to dissociate research, teaching and extension. However, while research and teaching are in constant visibility, the same cannot be perceived towards the university extension, nor it suffers the constant changes at the same pace as the evolution of higher education¹⁴. In face of the new scenario, which belongs to an era in which technology is capable of putting people closer, without any physical contact¹⁵, the extension project presented in this article is an innovative practice in times of social distancing, which meets the changes in teaching already faced by HEIs.

In order to perform the extension tasks, knowledge sharing must be considered, in a way that it contributes to students' education as citizens, who will encounter situations in the job market that will demand a perception beyond the technical-scientific knowledge¹⁶. Such issues are contemplated by the CineUNIPLAN project, which keeps the socialization of the academic community in times of social distancing, as well as it enables discussions under different viewpoints on themes of social relevance, fostering the expansion of participants' reasoning, who relate the reflections to the multi-professional performance and diverse lived experiences of the panelists. It is believed that the project has contributed to students' learning, possibly bringing about diversified views from the ones they had when they watched the movie. Listening to the professionals' discussion on the addressed theme contributes to participants' academic and personal development. However, in this study, formative evaluations were not held about the direct impact of this project on the students, in order for subsequent studies to control those effects in a quantitative way. There was a qualitative observation on the engagement of the organizing students and listeners, rated as satisfactory, once 21 organizing students participated more than once in the organization (up to 9 participations), and 218 students participated more than once as listeners (48.44% of the students enrolled in the Speech-Language Pathology and Audiology course). Moreover, students from other courses and institutions were also allowed to participate as listeners, due to the growth of the project visibility and their constant requests.

Until the end of July 2020, 12 projects meetings had been held, with observed oscillation in the

amount of listeners, as well as organizers (Chart 1). The greatest amount of participants was verified in the first event. There is no conclusive justification in the literature about the involvement or non-involvement of students in extension projects¹⁷. However, in this project, the greatest number of participants in the first event can be justified by the fact that new projects tend to raise students' curiosity. At the same time, the fall in the number of participants along the project might have occurred due to probable health issues among the students themselves⁸⁻¹⁰ and their families along the pandemic, as well as financial problems, which might have prevented them from participating, as they had to work longer hours, not having time for extracurricular activities.

The access and ease of the technology usability can also be considered constraints for the expansion of the participants¹⁸. Aiming at reducing these effects, the institution provided a hired platform (Zoom) in order to enable better quality conference and greater ease. In addition, this platform was already known by the students as they were having synchronous classes.

The students, who were members of the organizing committee, had to deal with different responsibilities to carry out the project event: the organization of an academic event, opinions discussed in groups, the contact with professionals from other fields, the search for reliable information, and the movie analysis with a professional, social and critical look. The experience of organizing scientific events provides the development of important interpersonal skills for the undergraduates, who will be soon more exposed to such demands in the job market¹⁹.

Each student reaches maturity at his/her due time in the academic context. However, at the end of the graduation course, it is expected that individuals have developed the necessary skills and maturity to enter the job market²⁰. Most students involved in the organizing committee, along the 12 meetings, were attending the last semester or one before the last of the Speech-Language Pathology and Audiology graduation course. One of the main reasons for students' involvement in extension projects is the attempt to enrich their curriculum^{16-17,19}. Thus, as those students are almost concluding their course, they are likely to have more maturity to understand the importance of their involvement in extension activities for further entry to the job



market. Moreover, sophomores are more familiar to the academic environment and their course-related projects than freshmen/women, who are still in the adaptation phase ²¹.

CineUNIPLAN is a project carried out by teachers and students from the Speech-Language Pathology and Audiology course of a private institution, primarily aiming to motivate undergraduates of that course in that institution. However, it may include more people and achieve other goals due to its benefits and possibilities, thinking about its educational impact, and mainly its social impact on the community as a whole. Being a new project, still being refined, it needs to be better acknowledged and promoted so that new, different people may get interested in this project.

Conclusion

The implementation of the CineUNIPLAN extension project as a remote activity brought about Speech-Language Pathology and Audiology students' engagement in times of social isolation, raising relevant discussions and relaxing moments. This extracurricular activity fostered the voluntary participation of undergraduates in its organization, developing teamwork competencies and, as listeners, experiencing personal and multiprofessional reflections.

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