

Teaching Resources

Whatever you call the generation born between 1978 and 2001—Generation Y, screenagers, Echo Boomers, Millennials, or Generation Next—it is undeniable that this generation’s everyday life is technologically mediated in unprecedented ways. Between cell phones, iPods, and WiFi, Millennials are always connected. At this point, Generation Y occupies every level of the educational structure. Recent news stories about screenagers imply that educators are in a unique predicament. If you believe Dr. Mel Levine, a pediatrician interviewed for a 4 September 2005 *60 Minutes* story, “They [Echo Boomers] can’t think long-range. Everything has to be immediate, like a video game. And they have a lot of trouble sort of doing things in a stepwise fashion, delaying gratification. Really reflecting as they go along.” Teachers are now educating students whose thinking has been fundamentally shaped by ever-present Internet access, video gaming, and on-demand video. As teachers, we are in the position of policing students’ technology use (including cell phones that now ring at frequencies undetectable by an adult ear) while utiliz-

ing technologies to capture our students’ attention. Increasingly it seems that most of us are yielding to the “idiot box” and attempting to use films and videos in our classes. Of course, the challenge is to use film to enrich our course content and enhance our students’ thinking. The following resources promise to help teachers use films in the classroom in productive ways.

For a book that addresses how feminist teachers might integrate film into our classrooms, check out Sarah Gilligan’s *Teaching Women and Film* published by the British Film Institute. Along with in-depth discussions of multiple films, including *The Piano* and *Elizabeth*, Gilligan’s book includes chapters on the film industry and a history of women’s relationships to film. The book may serve as a useful text to accompany classroom film screenings.

In addition to serving as an international listserv for women’s studies teachers, librarians, researchers, and program administrators, WMST-L has organized the list’s archives and made past discussions available online. WMST-L files include

several threads devoted to the use of film in the classroom. Films discussed address topics such as domestic violence, sexuality, prostitution, women's friendship, masculinity, women and Islam, and the intersection of race, class and gender. Another discussion thread focuses on pedagogical approaches to help students think about films they find disturbing or difficult. WMST-L also includes a link to Linda Lopez McAlister's feminist film reviews. To access the WMST-L file collection on films, go to <http://research.umbc.edu/~korenman/wmst/wmsttoc.html>. For information about how to join the list, visit http://research.umbc.edu/~korenman/wmst/wmst-l_index.html.

The Society for Women in Philosophy's website includes a page where members can post about using film to teach feminist philosophy. Members discuss how documentaries, television programs, and Hollywood films can be used to accompany particular texts or to illustrate key concepts. To access the discussion, visit <http://www.uh.edu/~cfreelan/SWIP/Femfilms.html>.

The Asian Educational Media Service at The Center for East Asian and Pacific Studies at the University of Illinois at Urbana-Champaign hosts an extensive website on integrating films and videos into teaching. Although many of the resources focus on teaching Asian and Pacific Studies, the website also includes resources useful for other disciplines. In addition to a list

of recommended films, lesson plans, and teaching guides, the website includes links to a film glossary and to articles containing accounts of how teachers have used films in their own classrooms. <http://www.aems.uiuc.edu>

For a great guide on how to include films in English as a Second Language classes, go to <http://www.eslpartyland.com/teachers/nov/film.htm>. According to website creator Karin M. Cintron, films are a non-threatening way for students to learn English. In addition, Cintron argues that watching a film can create an experience of commonality for students from a variety of backgrounds. Handouts with vocabulary, discussion questions, and classroom activities based on six films are provided online. The website includes a discussion board where ESL teachers can post ideas and pose questions about teaching with films and videos.

Stay tuned for what promises to be an excellent resource. Women Make Movies, a nonprofit media organization that produces, promotes, exhibits, and distributes independent films made by and about women, is developing an online resource for educators. Their website promises an interactive page where educators can contribute ideas, lesson plans, and bibliographies to help others use Women Make Movies' films and videos. http://www.wmm.com/resources/for_educators.shtml