

“It’s there to trigger de-learning”

How university lecturers use video when teaching controversial issues

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IMER = International migration and ethnic relations

What are the educational functions of video in HE classes on international migration and ethnic relations (IMER)?

- A. Provide a point of reference for discussions in class Cf. Testimony videos
(Andrist 2014, 200)

- B. Invite students to recognize and name their own feelings Cf. Smith 2014 refer. to
Boler's (1999) "pedagogy
of the discomfort"

- C. Connect events and phenomena over time and space where social cohesion has been ruptured Cf. Conjunction videos
(Andrist 2014, 199)

- D. Link new ideas to what the students already know (Cf. Mitra 2010, 409)

- E. Help students to separate opinions from facts

- *...this video is something where, you know, where the boys in my class who look African, who look Arab, uhm, you know, certainly recognized that kind of ethnic profiling and so... and the young girls who are white and who are middle class can, you know, can better understand the experiences (Lecturer A)*

- *..//... for example, I will show a documentary about Holocaust to them and it is about that really in America they knew that the Holocaust was happening but the American Foreign Policy did not allow American government to react...//... so I will tie it to the Israel and Palestine conflict today, like do the students know? I usually do a questionnaire and ask them very, very basic questions and they don't know and then I ask them if they have an opinion, they have. So one, I ask them how they can have an opinion if they don't even know the most basic thing. (Lecturer F)*

Video facilitates (organized) **deliberation** in class

Deliberative Pedagogy (DP)

Idit Manosevitch 2019; Timothy Shaffer
2017;2014; Nicolas W. Longo 2017; Martin
Carcasson 2017

A PEDAGOGICAL TOOL

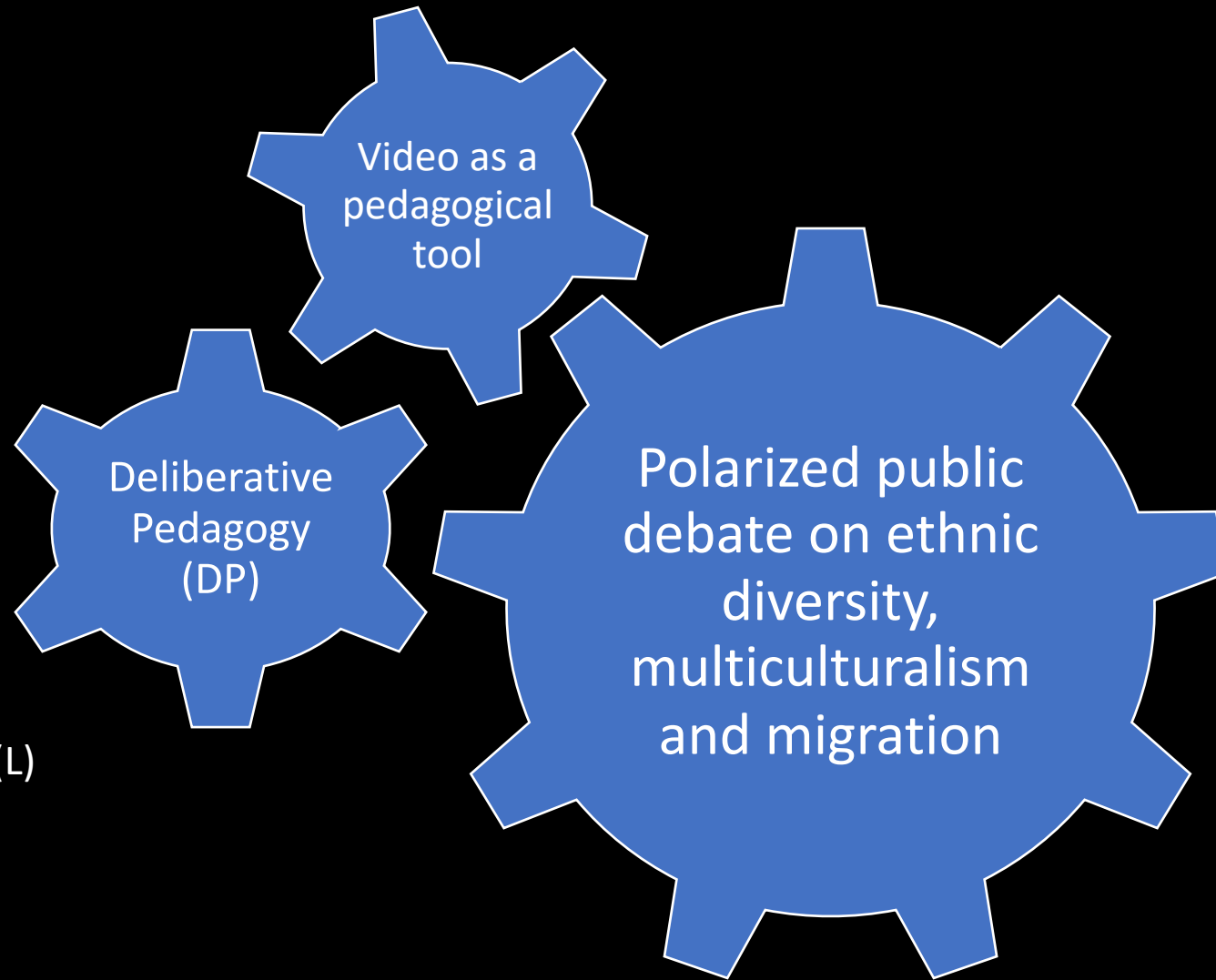
Video as a
pedagogical
tool

Deliberative
Pedagogy
(DP)

Polarized public
debate on ethnic
diversity,
multiculturalism
and migration

A THEORETICAL IDEA(L)

THE CONTROVERSE / THE
SOCIAL AND POLITICAL
CONTEXT / THE "WICKED
PROBLEM" (RITTEL 1973)



Points made

1. Lecturers in HE who teach controversial topics, use various video formats in class in order to generate a slow transformation of a “single tracked” mode of thinking to **something else** = de-learning.
2. Making the core ideas of DP more known in HE would, perhaps, make teaching feel more meaningful for the lecturers, simultaneously, advancing democratic goals.
3. DP needs to be globalized and linked to video pedagogy in HE.