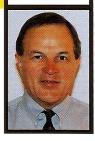
Why Are Giant Screen Films Educational?

FINAL FRAME



e accept that giant screen films are educational, but why are they? Here are some of the reasons:

- 1. Giant screen films are a largely experiential medium. Viewers are immersed in scenes larger than they can view in a gaze.¹ Viewers experience a much greater visceral "you are there" sense and more personal involvement than when viewing television or films on conventional theater screens. Giant screen films are very effective in showing environments, large vistas, movement, and unusual phenomenon and processes, such as computer-generated imagery simulating natural phenomenon and dynamic microscopic or astronomical images.² There is no other medium that puts viewers in places where can they rarely or ever go themselves. These kinds of experiences are fundamental to learning.
- 2. Giant screen films support active learning. During recent decades, research in cognitive science has shown that children and adults alike are active learners³ and that learning styles vary widely from person to person.⁴ Giant screen viewers have to actively explore the giant scene they are immersed in, just like they have to look around the real world. Such active, engaging experiences are central to the pedagogy of science education reform, which emphasizes active learning through inquiry.⁵
- 3. Research also shows that giant screen films can support different learning styles. Evaluation research shows that viewers do learn facts and concepts from viewing giant screen films while listening to the narration. The immersive quality of giant screen films, the dynamic images, the music and sound, and well-crafted and informative scripts combine to provide a wide variety of experiences that can support a variety of learning styles and experiences.⁶
- **4. Giant screen films support formal education.** Teachers often need museums and film experiences to illustrate, supplement and reinforce what they are

teaching their students.7 When asked what a giant

screen film can provide, teachers express that the films offer experiences they cannot come close to replicating in the classroom.⁸ Most educational giant screen films support further learning through teacher guides, web sites and other resources.

- **5. Giant screen films support family learning.** One of the unique characteristics of the giant screen industry is that it produces films that reflect experiences that parents value, including adventure, learning, science, beauty, art, wildlife, exploration, nature, sport, geography and human achievement.⁹ The same cannot be said for traditional movies, television, the Internet and video games. Giant screen films offer families thrilling, educational experiences they can't find anywhere else. Giant screen theaters are one of the few remaining venues where entire families can be involved in the same experience.¹⁰
- **6. Giant screen viewers want to learn and to be inspired.** Film evaluator Barbara Flagg reports that a "wonderful learning experience" is among the top three features that audiences like about giant screen films.¹¹ While viewers value the thrills and sense of immersion that are fundamental to the giant screen experience, they also look to giant screen films for their educational values and inspirational qualities.¹²

One important aspect of giant screen audiences is that they are loyal; more than 75% of the viewers in a typical giant screen audience have seen more than one giant screen film and a large proportion have seen many. We can't forget that education is fundamental to giant screen films. It is our mission, and it is also one of the most important reasons people come to giant screen films.

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² Shedd, B. Designing effective giant screen films. In Giant Screen Films and Lifelong Learning: Complete Symposium Proceedings, edited by E. Koster. Giant Screen Theater Association, 2000.

³ Roschelle, J. Learning in interactive environments: Prior knowledge and new experience. In *Public institutions for personal learning*, edited by J.H. Falk & L.D. Dierking, 37-51. Washington, DC: American Association of Museums, 1995.

⁴ Garder, H. The Unschooled mind: How children think and how schools should teach. New York: Basic Books, 1991.

⁵ Rutherford, F. James. Benchmarks for Science Literacy. New York: Oxford University Press, 1987.

⁶ Flagg, B. Ibid., note 6.

⁷ Falk, John H. & Dierking, Lynn D. Learning from Museum: Visitor Experiences and the Making of Meaning. Walnut Creek, CA: Altamira Press, 2000.

⁸ Day, Mike & Schmitt, Lee. "Educators Talk Large Format." In The Big Frame, Fall 1997, pp. 31-36.

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In Giant Screen Films and Lifelong Learning: Complete Symposium Proceedings, edited by E. Koster. Glant Screen Theater Association, 2000.

¹¹ Flagg, B. Lessons learned from viewers of giant screen films. In Giant Screen Films and Lifelong Learning: Complete Symposium Proceedings, edited by E. Koster. Giant Screen Theater Association, 2000.

¹² Flagg, B. Ibid., note 11.