

Exploring and Engaging Diversity and Social Justice Issues in the School Environment through Video-Making

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Abstract

This project-based learning, as part of an undergraduate arts integration course, provided students majoring in education an opportunity to engage in the conversation of diversity and social justice issues in the public elementary school environment through creating videos. Students conducted observations in their field experience schools and interviewed students, teachers, and administrators in the schools to investigate the diversity and social justice issues in education, such as race, socioeconomic status, immigrants, and marginalized groups. Students created a video in the genre of their choice, such as documentary, artistic expression, remix, or narrative, to represent the issues of their research and solutions to the issues. The research questions guiding this project are: How video-making engages students in the critical discussion of diversity and social justice issues in schools? How the integration of video-making provides students the experience of arts integration that stimulates creativity and collaboration skills? This project demonstrated that engaging in researching diversity and social justice issues in the public schools through

video-making gave undergraduate students better awareness of the diversity and social justice issues in the school environment in which they will be working. They also learned to identify challenges and create solutions showing that creating digital media through critical lenses is an approach to support their learning and becoming teachers. The presentation will discuss the process of the project and the research findings along with students' video works.

Keywords

Video-Making, Diversity, Social justice, Art integration.