

FILM EDUCATION. RETHINKING THE FUTURE

The Film Corner International online Conference

SESSION1#1 OCT 22, 5.30 pm (CET) Learning on screen. Online teaching resources for Film Education, Chair: Ian Wall (The Film Space)

Olaf Schneider (Neue Wege des Lernens e. V., Germany)
LOLA RENNT: Interactive learning modules for film education



www.thefilmcorner.eu



Who we are

The **German non-profit association Neue Wege des Lernens e. V.** supports schools in the use of digital media in the classroom. This includes the production of digital learning assets and tools for educational use, particularly for non-STEM classes and subjects. It is particularly important for us to show new perspectives for cultural education. Our special concern is the **promotion of film education with digital tools**. Against this background, we have designed and created an extensive collection of **interactive learning modules for film education** on 20 August 2018 for the 20th anniversary of the enormously influential film LOLA RENNT by German director Tom Tykwer.

 <https://www.neue-wege-des-lernens.de/>



lola *rennt*

Run **Lola** Run - Corre **Lola** Corre - **Lola** corre - Cours, **Lola**, cours

*Interactive learning modules for
film education*

*"Run Lola Run is a film about the possibilities of the
world, of life and cinema." Tom Tykwer*

 <https://lola-rennt.neue-wege-des-lernens.de>



NEUE WEGE
DES LERNENS e.V.



① Why our project was created

- The film LOLA RENNT (1998) occupies an exceptional position in the German and European film history. The special narrative structure has made this film particularly interesting for use in schools and promoted its inclusion in many textbooks. The special aesthetics of the film, its visual and sound language combined with an aesthetic concept inspired by video games continues to appeal to the media world of young people.
- This unique film, which has succeeded in combining experiment and sophistication with entertainment and popularity like almost no other, has great potential for film and visual literacy education. The film is almost a kind of compendium of film language. There is hardly a cinematic technique or stylistic device that does not appear in a meaningful way. The film is an almost inexhaustible resource for cinematic experiences.

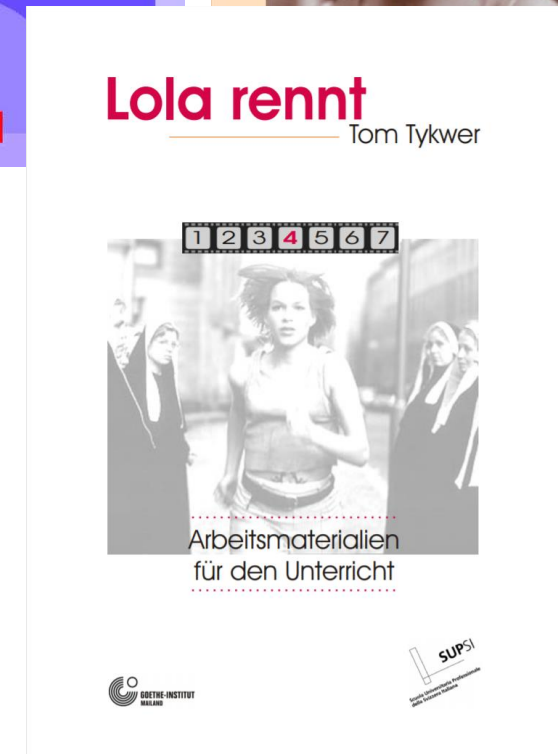
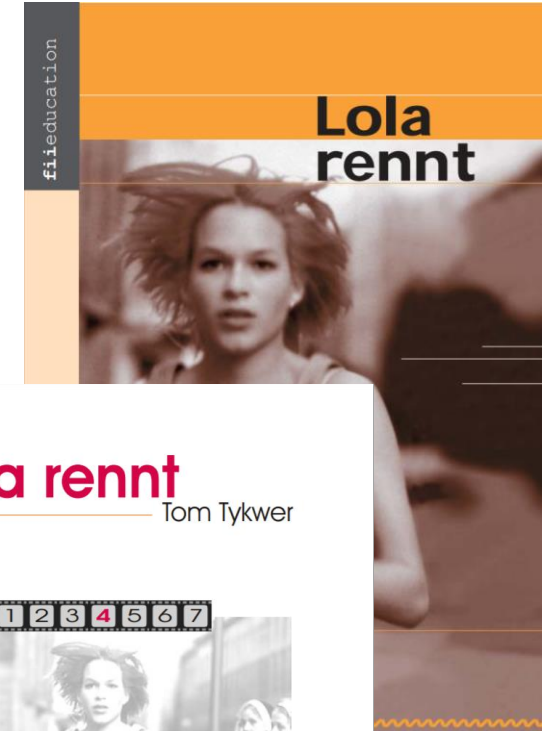
① Why our project was created

There have been many approaches in the last twenty years to prepare this film for film education in schools. We follow a different path than many approaches that have previously arrived at school on textbook pages or in the form of copy templates.

To get as close as possible to the medium of film, we rely on digital tools that enable direct interaction with the cinematic work of art. In doing so, we have developed a particular didactic concept and a variety of annotation tools for this project:

- The project encourages the interaction with the filmic text. Learners should be able to work as close as possible to the medium of film.
- The learning units provide **action-oriented** and **individualizing access** to film analysis.
- **Visually-oriented tasks** are complementary to written language approaches and try to do justice to the visual nature of the medium.
- The work with the tasks and the film material can be done in a **creative and playful way** without taking the path of "gamification" (didactically often questionable and quite expensive).
- The learning scenarios of the project are structured in such a way that they are **open-ended** and **allow didactically meaningful communication** about the results of the learning process in the classroom.

A selection of German textbooks and copy templates 1998 ... 2018



② Why is online learning important? What does it offer? What is the future of online learning? *

*regarding film education

- In a culture of digitality online learning is a natural part of education; there is no reason to justify the use of online learning. However, online learning provides the chance to cross national education borders, as we can see with this conference.
- Digital tools allow an exploration and analysis of film without media discontinuity. They offer a second chance for a contemporary analytical and receptive film pedagogy.
- The future of digital film education in the classroom could be based on shorts. After all, short films can be wonderfully integrated into a teaching unit and still show a large part of the cinematic universe. We are working on a project on another Tykwer film, the short film TRUE.
- Digital tools provide a way for a mind shift from the written text of the *Gutenberg Galaxy* to digital filmic text in the *Turing galaxy*.
- **Vision** ⇒ Every film produced in Europe should be available for educational purposes with adequate digital tools.

③ How has our work been impacted by the COVID pandemic?

- The lockdown in spring 2020 led to a significantly more visits to our interactive websites for film education (approximately factor 10). One of the reasons was that the interactive websites could be used by schools in homeschooling scenarios without any special technical requirements or platforms. The project offered a low-threshold access to digital film education.
- Whether smartphone, tablet, notebook or desktop, these interactive websites run on all devices with an internet browser.
- The links to the websites could be shared via social media, chat apps, email or any platform, and the same applied to the results that the students could share with each other and their teachers without having to log in.

④ What relationship has our work with our own national curriculum or curricula of other countries?

- The project is coordinated with the competence frameworks of the German federal states, on the one hand at the level of film and media literacy and on the other hand at the level of school subjects.
- The film LOLA RENNT has found its way into most Film studies textbooks all over the world.
- Many National Film Institutes and Goethe Institutes have developed their own didactic material on this film – mostly in form of classical worksheets – and use it already in teaching.
 - ⇒ As an extension of these existing learning opportunities we would like to translate our project into the major European languages.



LOLA RENNT: Interactive learning modules for film education

Thank you for your attention!

Speaker: Olaf Schneider olaf.schneider@neue-wege-des-lernens.de

<https://www.neue-wege-des-lernens.de/>





Attachments

1. Additional educational resources related to the project
2. Classical film analysis in the classroom
3. Some screenshots from the project
4. How the project started
5. Why the film LOLA RENNT?
6. Lichtblick, a film annotation tool used in the project
7. QR codes with links to the Language of Film Glossary app

Educational poster (G/E/FR)

Native apps

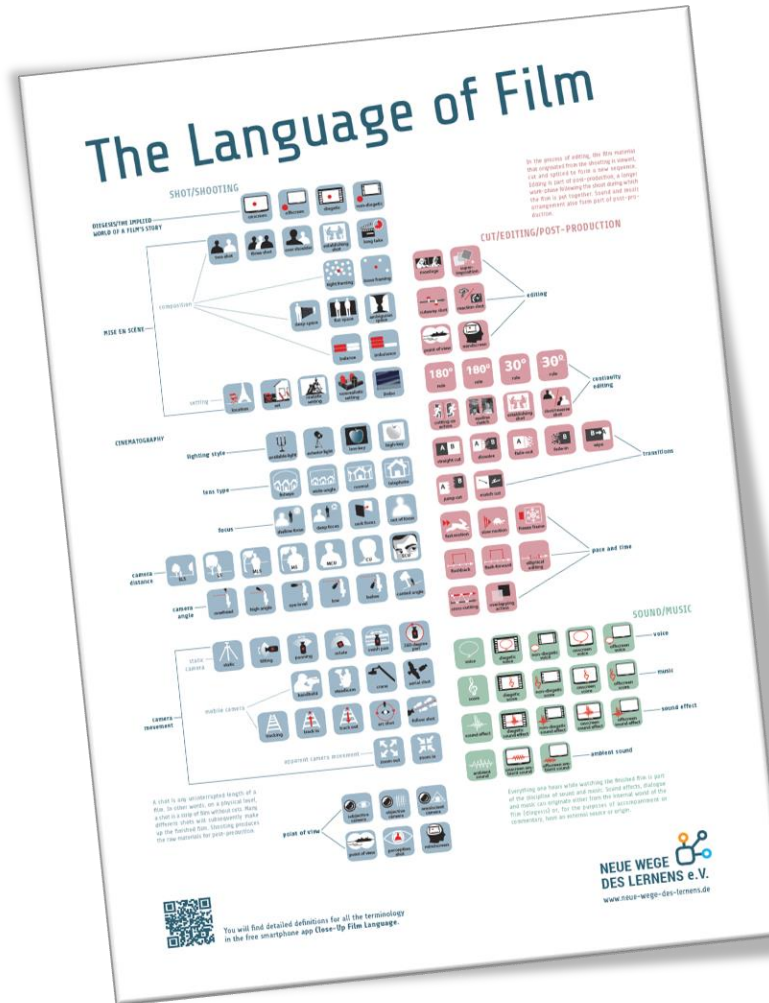
Extensive glossary on the language of film (G/E)



[ios](#)



[Android](#)

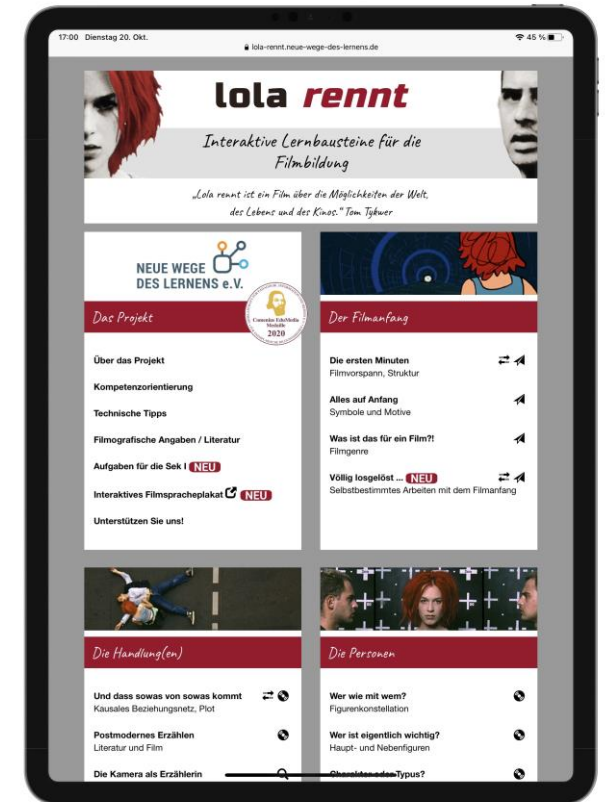


Interactive poster

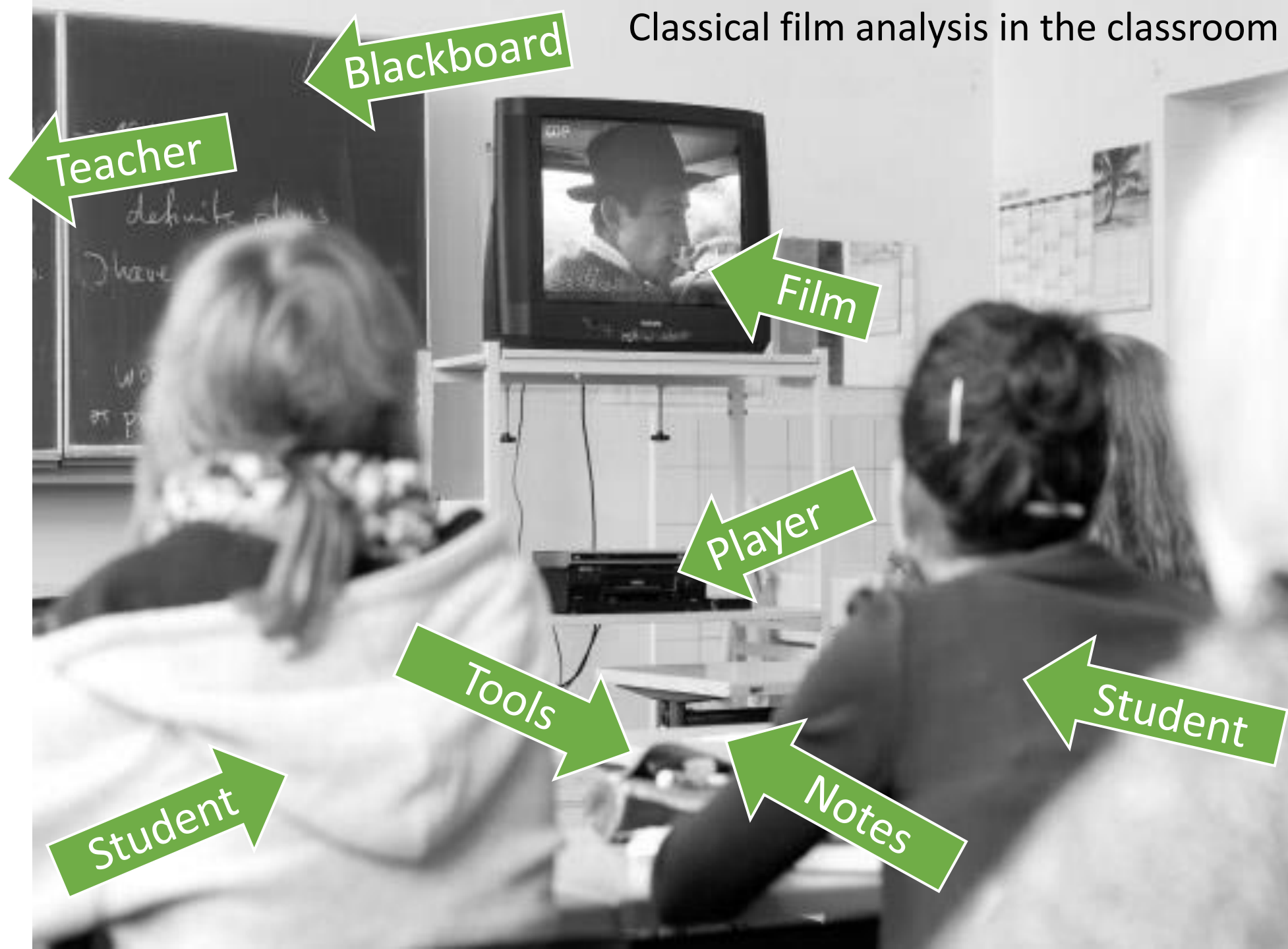
<https://nwdl.eu/languageoffilm>

Web app

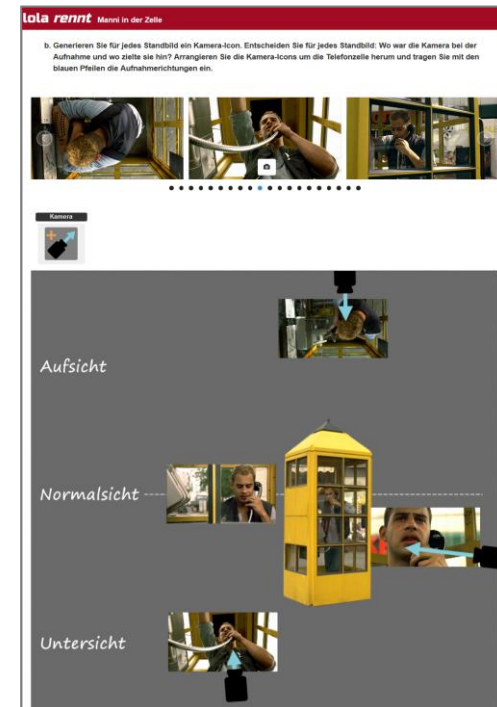
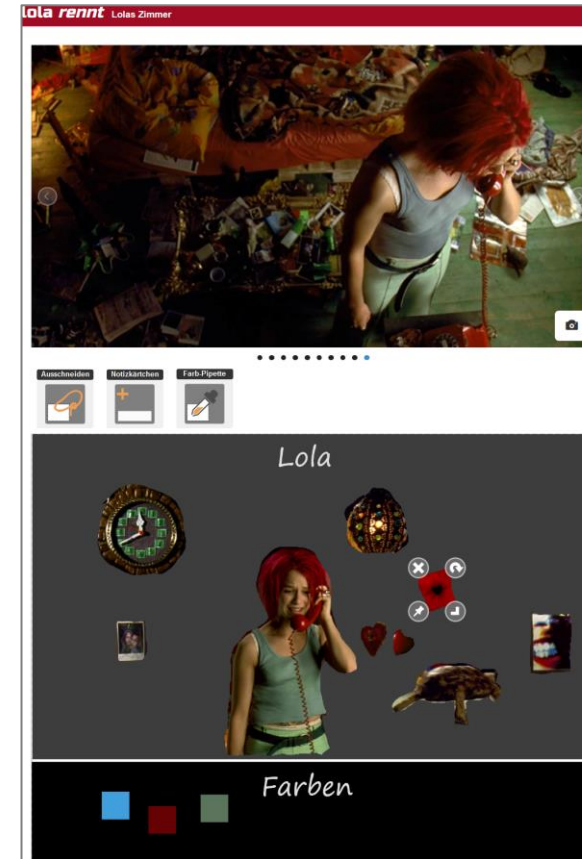
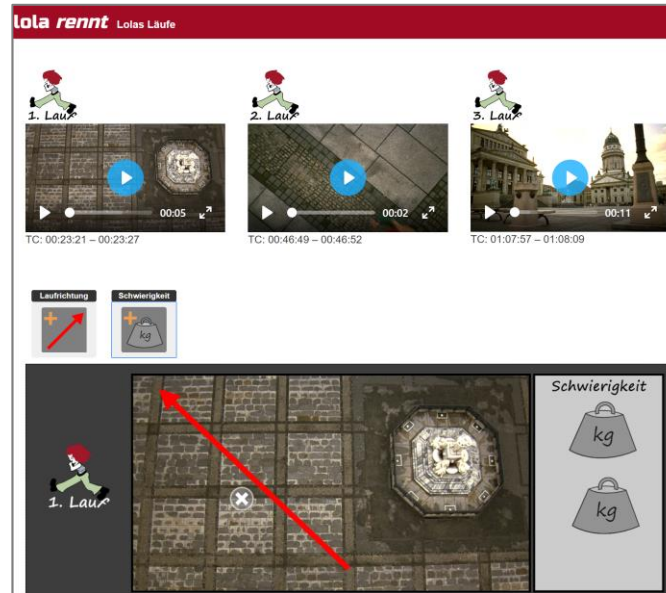
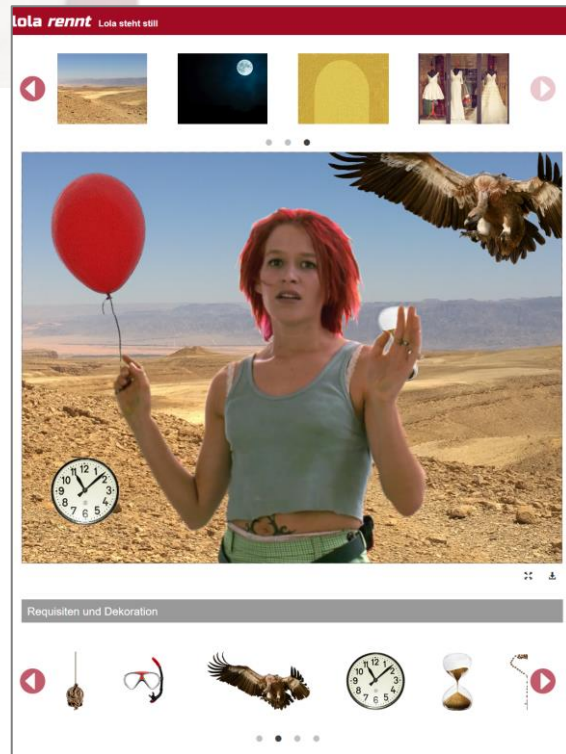
Interactive learning modules for film education (HTML5)



<https://lola-rennt.neue-wege-des-lernens.de>



Some screenshots from the project



How it all started ...



Where: Cinema goes
School Congress, Berlin

When: 2003

Who: Stefan Arndt,
producer of LOLA RENNT

Why the film LOLA RENNT?



*„LOLA RENNT ist eine Zusammenfassung der Wunder, die ¹⁰⁰
Jahre Filmgeschichte entwickelt haben. Alles, was an filmischen
Mitteln möglich ist, wird aufs Schönste verwendet, um eine
unglaubliche Geschichte zu erzählen, wie wir sie aus dem Kino
lieben.“*

*“RUN LOLA RUN is a summary of the wonders that ¹⁰⁰
**years of
film history** have created. Everything that is possible in cinematic
means is used in the most beautiful way to tell an unbelievable
story as we love it from the cinema.”*

Stefan Arndt, Produzent von LOLA RENNT

producer of LOLA RENNT

Lichtblick - film analysis made easy!



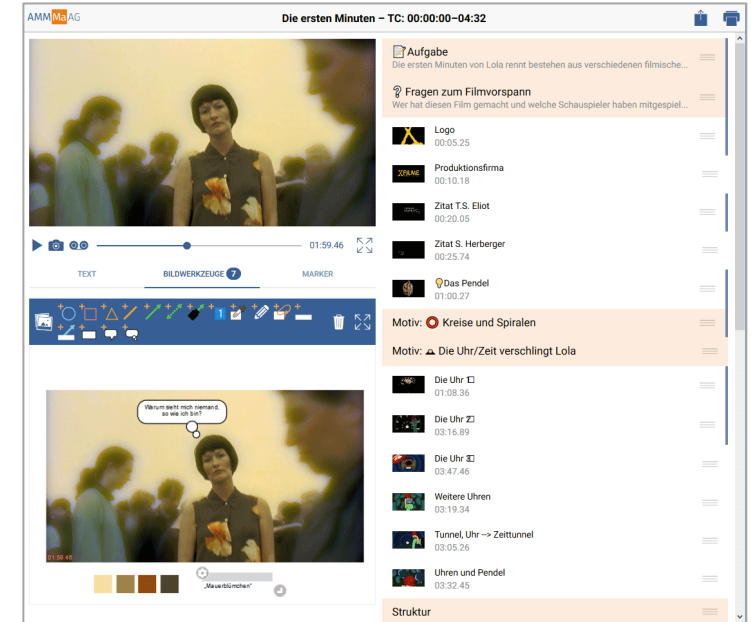
Lichtblick is a browser-based tool for **commenting, structuring and analysing films** and film clips. The tool's functionality enables proven approaches to text work to be transferred to the moving image.

Students are motivated to explore film or film excerpts with or without a task on three levels (textual, visual and subject systematic) in terms of content and form and to present their results interactively.

In addition, the tool enables teachers to easily **create film-related tasks** which can be processed by students in an action-oriented way using the same interface.

The tasks and learning outcomes in **Lichtblick** can be easily shared via a link or saved or printed out as PDF. The software runs without installation in any modern browser, on mobile devices, tablets or desktop computers.

The video "**Lichtblick** - film analysis made easy! (<https://vimeo.com/265717107>) shows the basic range of functions and how to use the software in just under three minutes.



Film language glossary app

