The Development of Digital Competences and Emotional Skills Through the Use of Audio-Visual Technologies

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ABSTRACT

School is more and more engaged in giving an importance to all that concerns the emotional aspects of an educational process with the goal to promote a total emotional development of the students. The aim of this paper is to explore the use of audio-visual technologies and products as instruments to help the socio-emotional education and to develop the digital competence in the educational field. The audio-visual communication has specific peculiarities that make it fit to reproduce the real world, so favouring the involvement of the public. In particular, the authors discuss the educational use of the movies in order to participate and commit in the digital culture, improving emotional awareness, controlling emotions, helping students to utilize their emotions in a positive way, developing their empathetic capacities, and controlling in a more functional way their own interpersonal relationships. The acquisition of all these capacities in the developmental years should have direct repercussions on the educational processes of the students.

KEYWORDS
Audio-Visual Technologies, Digital Competences, Education, Emotional Skills, Movies

INTRODUCTION

The use of digital technology is extremely widespread in schools today. However, diffusion does not mean understanding the potential and limits of new media. Digital literacy, moreover, involves more than the mere ability to use software or operate on the digital device; it includes a large variety of cognitive complexes, motor, sociological, and emotional skills, such as the ability to evaluate digital technologies critically, and the motivation to participate and commit in digital culture (Ilomäki et al., 2016). In order to fully understand the social context in which they live, students need to learn also how to manage digital content and, in particular, how to decode and consciously use the thousands of images they come into contact with every day. The inclusion of cinema and audiovisual media in schools of all levels, as envisaged in Italy by law 220 of 14 November 2016, meets this primary cultural and educational needs. The relationship created between movies and education during the last ten years is considered, by the science of pedagogy, of great interest. Nowadays, using audiovisual equipment in a classroom (and the following analysis of films), has become very common: for this reason, it will be necessary the elaboration of a theory of the vision of a film entailing the study of history, technology, pedagogy and psychology. These studies and analysis will develop dynamical skills, without excluding the ethical-educational responsibility. Also, the science of pedagogy must evaluate a film as the possibility to employ the experiences of the life of an individual. The symbolic

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importance existing in the relationship between movies and education will be so evaluated through
several purposes having a prescriptive peculiarity. The importance of movies can be connected to four
basic educational values: 1) creating, in the human beings, the capacity to classify their knowledge;
2) teaching the human condition; 3) learning how to live; 4) building up the culture and the school
of the people. Film making has got an innate richness which makes it able to do many different
examinations in the category of the science of pedagogy. From an educational point of view, it
has at least three ways to be used: 1) the first one will be semio-educational; that means analyzing
the linguistic structure of a movie and its symbolic content and pragmatic capacity; 2) Its use as a
socio-educational medium. From this point of view, the movie will be used as a system to focus on
any subject, to start a discussion, to find any system capable to create a critical confrontation; 3)
one model clinical-psychological, which will start from the film, in order to favour, in the individual
psychological projection and in the activation of processes of group appropriation of the meanings,
the elaboration of different forms of awareness or the acquisition of new psychological and relational
skills. In this article, will be analyzed the movie from a psycho-pedagogical perspective, and its
educational capacities. Besides, we will explore the use of the movie as an instrument to improve
the participation in the digital culture and to help the socio-emotional education.

THE POTENTIALITY OF THE AUDIO-VISUAL LANGUAGE

School is more and more engaged in giving an importance to all that concerns the emotional aspects
of an educational process, with the goal to promote a total emotional development of the students: this
means to go beyond the basic intellectual dimension. As the families do not offer any more to many
young people a sound reference point in their lives, school is still the only institution to which the
community can apply to, in order to correct lacks of emotional competence of boys and girls (Zanon
et al. 2017). Students, nowadays, live daily in a world of images. Watching every day audio-visuals is
changing, unusually, the comprehension of information, developing, at the same time, new forms of
intelligence. So, it will be of great importance the possibility to utilize the potentiality of the audio-
visual language, when similar to the interests and cognitive capacities of boys and girls. This would
mean also to develop social and emotional competences and allow opportunities of comparison and
communication (Corazza, Ferrari, 2012). The specific goals should be: 1) evaluating digital content
critically 2) Improving emotional awareness; 2) Controlling emotions; 3) Helping students to utilize
their emotions in a positive way; 4) Developing their empathetic capacities; 5) Controlling in a more
functional way their own interpersonal relationships. The acquisition of all these capacities in the
developmental years, should have direct repercussions on the educational processes of the students,
on their school results, on their chances and possibilities of self-fulfillment and on their imagination
(Goleman, 1995). As a matter of fact, boys and girls still run the risk to be underestimated by reason of
a monolithic and standardized vision of intelligence and educational purposes. According to Baldacci
(2009), the basic and main idea is that emotional education must be completed together with the
education of the students, not separated from it. The means used, the working climate so created, the
involvement and the appreciation of all the students will be conditions which can strongly facilitate
both learning and the education to autonomy. As we have written above, an educational emotional
program will use the audio-visual technology, specially the movie, in order to achieve its goals. The
audio-visual communication has specific peculiarities which make it fit to reproduce the real world,
so favouring the involvement of the public. It is different from the oral/written communication, and
there is an overlapping of words, images, movement, music, colours, all elements which will produce
a linguistic and complex code, when compared only with words; it will be simultaneously in space
and time, as it does not split in the space; it will be immediate, because it is bound to the multisensory
perception; it is tangible, because it is related to objects and not to ideas; and it is analogical, because
arranged in the continuum of the likeness/similarity with the referent shown (Laeng, 1980). The audio-
visual communication does not move linearly; on the contrary, it is framed as a chain moving in a
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