

Teacher's Views On The Use Of "The Fox And The Child" Film In Education

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Films/movies, which are important media works, can make rich contributions to education and training especially to out-of-school learning environments and can contribute to understanding and solving the environmental and health problems we experience. The aim of this study is to examine the opinions of teachers on the use of the film "The Fox and the Child" in education. 32 teachers who watched the movie participated in the study, which has a basic qualitative research design. The data obtained from the study was evaluated through descriptive and content analysis. In the research, based on the views of the teachers, it was concluded that the movie "The Fox and the Child" would be useful in lessons related to life and relationships (life studies, social studies, physical education, philosophy 37%), in science lessons (science, biology, geography 30%) and in language and culture lessons (Turkish, visual arts, Turkish language and literature 30%); that it could be used intensively at primary (80%) and to a lesser extent at secondary (20%) education levels; and that it could be used intensively in relation to the structure of the environment/nature (41%), human life and relationships in nature (32%) and to a lesser extent in relation to the recognition of living beings (16%), environmental protection behaviors (6%), and valuing nature and living beings (6%). In addition, it was concluded that the movie would support the development of cognitive skills (52%) at the highest intensity, the development of affective skills (35%) to a lesser extent and language-expression skills (13%) at lower intensities that it could be used in education and training in terms of cognitive learning (41%) at the highest intensity and affective learning (16%), content (12%), learning environment (10%), teaching method (8%), teaching material (6%) and behavioral learning (6%) at lower intensities.

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Keywords: The Fox and the Child, biology education, environmental education, film/movie, out of school learning, teaching material

INTRODUCTION

Today, the problems related to our World, environment and health are rapidly increasing and it is important to increase the impact of education and training provided to the adults of the future in schools. In this context, it is necessary to effectively benefit from informal education in a way that supports formal education (Şen, 2023). This situation brings to mind the use of out-of-school learning environments in education and training in a richer way. Therefore, it can be said that the importance of conducting studies on teaching materials that enrich out-of-school learning environments will increase. It can also be predicted that studies on developing new teaching materials that include media tools, especially with today's digital technologies, will accelerate. Films/movies, which are important media works, can make rich contributions to education and training especially to out-of-school learning environments and can contribute to understanding and solving the environmental and health problems we experience.

It is reported that with informal education and out-of-school learning environments, which are realized as a result of experiences gained through experiences and naturally, the individual continues to learn throughout his life, not only from school, but also from family and friends, television, cinema, theater, museums, books, newspapers and magazines (Soylu & Karamustafaoğlu, 2021; Şen, 2023; Takmaz, Yılmaz & Kalpaklı, 2018; Türkmen, 2010; Yılmaz, 2018). On the other hand, it is underlined that it is possible to analyze many literary, artistic and cultural works (stories, novels, cinema, music, photography, painting, architecture, historical works) with interdisciplinary collaboration and use them especially for discussing the place of living beings and nature in our lives (Yılmaz & Gökalp-Alpaslan, 2011) and for example, it is reported that support can be obtained from the environmental criticism theory in introducing works in the literary field to environmental education (Özdağ & Gökalp-Alpaslan, 2011). In addition, some researchers report that films, which not only present information but also can be effective in acculturation, which is a social structure, can be used in teaching some pedagogical phenomena (Butler, 2009; Oregon et al., 2002; cited in: Yakar, 2013). However, since there are no in-depth film reviews, classifications and evaluations in the use of films that can be shot in different fields and subjects in education, a demand is expressed to increase their number rapidly (Birkök, 2008).

By embodying life in commercial movies, which are media tools, students' critical thinking skills can be increased and their effectiveness in raising individuals with positive attitudes can be increased. In

fact, according to a study conducted by the Turkish Statistical Institute (TÜİK) in 2021, the internet usage rate in our country was determined to be 82.7% in children aged 6-15 and 97.5% in young people aged 16-25 (TÜİK, 2021). Therefore, it is not surprising to try to use the power of the media to support educational goals and to use the extremely obvious impact of the media on students' lives (Russell, Kenna & Poole, 2013).

Films as Out-of-School Learning Environments in Informal Education

It is reported that cinema is an effective tool in understanding the cause-effect relationships of events, developing our perceptions of nature, and opening environmental problems to discussion (Şen, 2018). Russell, Kenna and Poole (2013) states that effective use of films can provide many educational benefits and reports that films are a tool that can support the development of critical literacy in students. It is also stated that the power of films should be utilized in order to promote critical thinking and media literacy skills that support democratic behaviors in society (Brown, 2011; Fontaine, 2010; Pimentel, 2010; Stoddard & Marcus, 2010; White, 2009). Additionally, Roberts and his colleagues (2009), argue that when used correctly in the classroom, film can help students advance to higher levels of Bloom's Taxonomy, such as application, synthesis, and evaluation (cited in: Russell et al., 2013). Walker (2006) states that teachers need to go beyond the typical use of film to convey historical facts to students, otherwise it is a missed opportunity to develop true historical understanding.

The positive aspect of films, videos, and photographs is that they present nonverbal behaviors such as facial expressions, facial expressions, and body movements as they are and in continuity. This situation gives researchers the opportunity to observe the same behavior in different ways and at different intervals (Yıldırım and Şimşek, 2016). In addition, it is reported that strong emotions can be conveyed more easily and empathy can be strengthened through movie scenes (Şen, 2018). Russell (2007) states that creative productions, movies, are important communication tools that represent information, ideas and even ideals at a very good level (as cited in: Russell et al., 2013). For this reason, it is meaningful that social studies teachers have been using movies for educational purposes for over a hundred years (Russell, 2007; cited in: Russell et al., 2013.) and even argue that movies have become 'the greatest history educator of our time' (Weinstein, 2001). Güven-Yıldırım and her colleagues (2015) also stated that it is an inevitable necessity to discuss the contributions of movies, which we can count among our educational experiences that continue outside of schools, to education.

Movies can be used effectively to spread the understanding of sustainable nature, to remind us that all living things are respected and valuable, and to remind us of the fair and responsible coexistence of inanimate elements with living things. Researchers report that more studies should be conducted on the effect of cinema in creating an ethical perspective where the rights of all beings are protected in order to repair the relationship between humans and nature and increase sensitivity to the ecosystem (Şen, 2018; Takmaz, Yılmaz & Kalpaklı, 2018). Therefore, in developing new methods and materials needed by educational environments, the introduction of media tools such as films as digital teaching materials as out-of-school learning environments requires new and detailed research. For this reason, it is also important to investigate the contributions of educational movies and documentaries to educational environments and to obtain the views and suggestions of teachers, who are the most important practitioners of education and training, on this subject. The purpose of this research is to examine the views of teachers regarding the use of the movie "The Fox and The Child" in education and training.

Informations and Story of the Film "The Fox and The Child"

The film "The Fox and The Child" which was examined as material in the research, is a 2007 French nature film. The script of the movie "The Fox and The Child", whose original name is "Le Renard et l'Enfant", was written together by Eric Rognard and Luc Jacquet, who is also the director of the movie (Icebreaker Nature Entertainment Studios a, b). Jacquet and his team believe that they can enable us to take action and change our behavior while learning about environmental problems, with films such as

"The Fox and The Child" which reach a wide audience by being produced with universal images and emotional language (Icebreaker Nature Entertainment Studios a, c).

The story of the film *"The Fox and The Child"*, which draws attention to the correct communication of humans with living creatures in nature, can be summarized as follows: Lila is a ten-year-old girl living in a village. She goes to her away school through the forest. One day, she sees a baby fox under an old tree and very affects. Lila reads books about foxes throughout the winter. She becomes worried when she learns that farmers do not like foxes because they damage crops and poultry. When he finally finds his fox again, he tries to get close to it, even risking going to dangerous places where he is forbidden to go. Lila give the fox a "Titu" name. Titu allows Lila to touch him in return for her courage in protecting herself and her cubs from natural enemies such as wolves and hawks. With the long time they spent together and the games they played, Lila is now like a member of the fox family. However, everyone has their own house, and at the end they go home. Lila thinks, "I wish the fox was always with me, so we could spend more time together." She can put him on a leash, walk him, and play games while protecting him from dangers. One day, Lila invites him to her house. But when the fox enters the house, it becomes restless and starts running. Lila realized that Titu was actually running around in fear and panic, looking for a way out, but it was too late. Because Titu quickly runs towards the window, breaks the glass and throws himself out. Lila, who takes Titu in her arms and takes him to her babies, is very sad. Is the friendship between Lila and Titu over?"

Main Problems of the Research

The main problem of this research is what are the teachers' views about the use of the film *"The Fox and The Child"* in education?

Sub problems:

1. *"The Fox and The Child"* film can be used in the education of which course(s)?
2. Which school level(s) is *"The Fox and The Child"* film suitable for?
3. Which topics can the content of *"The Fox and The Child"* film be most associated with?
4. Which structures/characteristics can the use of *"The Fox and The Child"* film in education support the development of students?
5. In which ways does *"The Fox and The Child"* film contribute to education?

METHOD

Research Model: The research is qualitative in nature and is in the basic qualitative research design in which qualitative data is examined through the description of human experiences in the qualitative method tradition expressed by Özdemir and Tuti (2023). In qualitative research, experiences and real situations are examined with detailed questions, and comprehensive and descriptive data are created in order to understand people's lives (Arastaman et al., 2018). In this research, it is aimed to deepen and reveal teachers' views on the use of the movie *The Fox and The Child* in education and training from various perspectives. Qualitative research can be expressed as a research in which a qualitative process is followed to reveal perceptions and events in a realistic and holistic way in a natural environment (Yıldırım and Şimşek, 2016).

Study Group: The study group consists of 32 teachers who were selected through purposeful sampling based on the fact that they had watched the film among the teachers who participated in *"The Fox and The Child E-Twinning Project"* (which was carried out in the fall semester of the 2021-2022 academic year) conducted by Teachers in National Education Ministry Inovation-Educational Technologies General Directorate and European School Education Program (ESEP) (ESEP Project, 2022; Karakaşlar-Gezgin & Gökbaş Çabuk, 2021). Accordingly, the participating teachers are those who have watched the film, have easy access, work in schools at different levels in Turkey, and are

willing. Teddlie and Tashakkori (2009) report that the selection of the sample for the qualitative dimension in the research is related to the saturation of the information. Thus the aim of the study was to discover and define the main themes that included many differences related to the event or phenomenon examined (Neuman, 2014). The distribution of Demographic Characteristics of the Teachers is shown in Table 1.

Table 1. Demographic Information of Teachers Participating in the Study

Features		f	%
Gender	Female	28	87.5
	Male	4	12.5
Age	21-30 years old	1	3.1
	31-40 years old	4	12.5
	41-50 years old	17	53.2
	51 years old and over	10	31.2
Years of Working in the Profession	1-10 years	2	6.3
	11-20 years	4	12.5
	21-30 years	21	65.6
	31 years and over	5	15.6
School Level of Work	Primary Education	27	84.4
	Secondary Education	5	15.6
Branch	Turkish Language and Literatures Teachers	3	9.3
	Primary Education Teachers	27	84.4
	Special Education Teachers	2	6.3
Graduated Undergraduate Department	Classroom Teaching Department	10	31.2
	Agricultural Engineering Department	4	12.5
	Turkish Language and Literatures Department	3	9.3
	Chemistry Department	3	9.3
	Biology Education Department	2	6.3
	Foreign Language Department	2	6.3
	Business Administration Department	2	6.3
	Special Education Department	2	6.3
	Physics Education Department	1	3.1
	History Department	1	3.1
Graduated Undergraduate Department	Phlosophy Department	1	3.1
	Mathematics Department	1	3.1
		Total 32	%100

As seen in Table 1, 87.5% of the teachers are female, 12.5% are male, and they are mostly between 41-50 years of age (53%). The professional seniority of the teachers is mostly 21-30 years (65.6%), and the school level they work at is usually primary school (84.4%). 6.3% of the teachers are in special education teaching, 9.4% in Turkish language and literature, and a high rate of 84.3% is in classroom teaching. In addition, it is seen that the undergraduate departments from which the teachers graduated are Classroom Teaching, Agricultural Engineering, Turkish Language and Literature, Chemistry, Biology Teaching, Foreign Language, Business Administration, Special Education, Physics

Teaching, History, Philosophy, Mathematics (rates 31.3%, 12.5%, 9.3%, 9.3%, 6.3%, 6.3%, 6.3%, 6.3%, 3.1%, 3.1%, 3.1%, respectively).

Data Collection Tool: In order to collect qualitative data on teachers' opinions on the use of the movie *"The Fox and The Child"* in education, the survey data collection method was used (Marshall & Rossman, 1995; cited in: Özdemir, 2010). The first part of the survey, which included the "Structured Interview Form on the Use of the Movie *"My Friend the Fox"* in education developed by the researcher, included personal information (gender, age, professional seniority, school level, branch and graduated undergraduate department). The second part included 5 interview questions on teachers' opinions on the use of the movie in education. The questions were expressed in the research problems section.

Data Collection Process: The research was conducted in the spring of 2023. Before the application, the teachers were presented with a "Voluntary Participation Form" and approved. Participants were informed about confidentiality and it was stated that their information would not be shared anywhere outside the research. During the application, which lasted approximately 10-15 minutes, a structured interview form was prepared remotely, web-supported (via the Google Forms internet interface) in order to save time and resources after the pandemic period, and the survey was delivered to teachers via a smart mobile phone application (Whatsapp).

Analysis of Data: In qualitative data analysis, since it is aimed to reveal the hidden information in individuals regarding the concept (Miles & Huberman, 1984; cited in: Özdemir, 2010) and to make a descriptive and realistic assessment about the subject, descriptive content analysis was used in the examination of the data collected from 32 teachers in order for the obtained qualitative data to be detailed and deep (Yıldırım & Şimşek, 2016). In content analysis, the expressions falling into the themes or categories are considered, counted, examined and interpreted. Thus, at the end of the interpretations, the facts/hypotheses regarding the conceptualization of the subject are revealed (Silverman, 2001; cited in: Özdemir, 2010). In the research, the answers obtained from the teachers with the data collection tool were read several times; similar meaningful expressions were turned into analysis units and codes were created, and the organized data were defined and collected under themes. At the end of the process, the created codes were counted, similar expressions were collected under common themes and the relationships between the structures were tried to be understood. Data obtained from surveys filled out electronically were transferred from digital media to Excel files and then to Windows Word program for analysis, and frequency and percentage distributions were calculated using descriptive statistics using IBM SPSS 20.0 statistical package program.

Trustworthiness: Since subjectivity is high in qualitative studies, it is important to ensure validity and reliability. In this study, in order for the information and results produced by the study to be accurate and repeatable for reliability, the research method, stages, and process were clearly stated, and the interview form questions were clearly presented. In addition, examples of teacher opinions that were the source of the coding were clearly expressed by giving numbers such as T2, T3 to the teachers and adding their sentences to the text.

RESULTS

The content analysis of teachers' views regarding the first research question (*The Fox and The Child* film can be used in the education of which course(s)?) is shown in Table 2 below.

Table 2. Distribution of Teachers' Views on Which Course/Courses Can Be Used in the Education of "The Fox and The Child" Film

Themes	Codes	f	%	
Lessons About Life and Relationships	Life Knowledges	20	74	
	Social Sciences	5	18.5	
	Sport Education	1	3.7	
	Philosophy	1	3.7	
	Total	27	%100	
			37%	
Lessons Related to Scientific Findings	Science	18	81.8	
	Biology	3	13.6	
	Geography	1	4.5	
	Total	22	%100	
			%30.1	
Lessons Related to Language and Culture	Turkish	17	77.3	
	Visual Arts	4	18.2	
	Turkish Language And Literature	1	4.5	
	Total	22	%100	
			%30.1	
Lessons Related to All Subjects	All Lessons	2	100	
	Total	2	%100	
			%2.7	
		Grand Total	73	%100

According to Table 2, the conclusion that the film can be used in lessons about life and relationships at a high level is parallel to the fact that the subject of the film is about the relationship between humans and animals. Since it involves observing nature, animal and plant varieties, it is also positive to mention the science courses. However, it is interesting that there are also views about its use in language and culture lessons, almost at the same rate as these. This situation is important as it shows the richness that teachers, most of whom are classroom teachers, added to the study and the opportunity for the film to be used much beyond what was expected. Sample sentences regarding teachers' views on this theme are given below:

T2: Life Sciences, Science, Biology and Turkish

T3: Life Sciences, Turkish, Visual Arts

T6: Social Sciences, Science, Visual Arts (Music)

T7: All Courses

T19: Science, Life Sciences, Turkish, Visual Arts, Physical Education

T29: Turkish Language and Literature, Geography, Philosophy, Biology

The content analysis of teachers' views regarding the second research question (What school level(s) is "The Fox and The Child" film suitable for?) is shown in Table 3 below.

Table 3. Distribution of Teachers' Views on Which School Level(s) Is "The Fox and The Child" Film Suitable

Themes	Codes	f	%	
Elementary Level	Elementary School	30	54.4	
	Middle School	24	43.6	
	Special Education	1	1.8	
	Total	55	100	
			%79.7	
Secondary Level	High School	14	100	
	Total	14	100	
			%20.3	
		Grand Total	69	%100

According to Table 3, the fact that the film is especially suitable for primary and secondary school levels and the fact that there are few views that it is suitable for high school level may be related to that the majority from the primary education department. However, it is found for the high school level, it is 20%. Sample sentences regarding teachers' views on this theme are given below:

T1: *Middle School (7, 8), High School*

T2: *Primary School, Middle School, High School*

T20: *High School, Special Education Classes*

The content analysis of teachers' views regarding the third research question (Which topics can the content of "The Fox and The Child" film be most associated with?) is shown in Table 4 below.

Table 4. Distribution of Teachers' Views on Which Topics Can Be Most Related to the Content of "The Fox and The Child" Film

Themes	Codes	f	%	
Environment and Nature's Structure	Environment	6	22.2	
	Nature And Universe	6	22.2	
	Natural-Artificial Environment	6	22.2	
	Nature	5	18.5	
	Seasons	2	7.4	
	Natural Science	1	3.7	
	Natural Life	1	3.7	
	Total	27	100	
			%41	
Human Life and Relationships in Nature	Life in Nature	6	28.6	
	Me And My Surroundings	4	19	
	Human And Environment	3	14.4	
	Conscious Consumers	3	14.4	
	Nature-Human Relationship	2	9.6	
	Where We Live	1	4.8	
	Animal-Human Relationships	1	4.8	
	Animal Rights	1	4.8	
	Total	21	100	
			%32	
Recognizing Organisms	Let's Get to Know the Entities Around Us	7	64	
	Diversity of Living Things	3	27.3	
	Animals And Plants	1	9.1	
		Total	11	100
			%16	
Environmental Protection Behaviors	Environmental Protection	2	50	
	Environmental Awareness	2	50	
		Total	4	100
			%6	
Appreciating Nature and Living Creatures	Love for Animals	1	33.3	
	Nature love	1	33.3	
	Respect for Organisms	1	33.3	
		Total	3	100
			%4.5	
Other Course Topics	Completing a Story	1	100	
		Total	1	100
			%1.5	
		Grand Total	66	%100

According to Table 4, views were expressed that the film was particularly about the structures and relationships in the environment/nature, and at lesser rates, the film was associated with subjects such as environmental protection behaviors (6%) and valuing nature/living creatures (4.5%). Sample sentences regarding teachers' views on this theme are given below:

T20: *Nature, universe and environment.*

T1: *Environment, nature, animal-human relations, animal rights, common living spaces.*

T10: *Nature and Universe, Me and My Environment, Let's Get to Know the Natural Beings around Us.*

T5: *Protection of the natural environment, love of animals, love of nature.*

T28: *Awareness can be associated with empathy.*

T3: *Natural-Artificial Environment, Diversity of Living Things, Seasons, Story Completion.*

The content analysis of teachers' views regarding the fourth research question (Which structures/characteristics can the use of "The Fox and The Child" film in education support the development of students?) is shown in Table 5 below.

Table 5. Distribution of Teachers' Views on Which Structures/Characteristics "The Fox and The Child" Film Can Support the Development of Students

Themes	Codes	f	%
Cognitive Skills Development in Students	Nature-Environment Protection Awareness	33	53.2
	Awareness of Human Position and Sharing in Relationship with Nature	8	12.8
	Responsibility to Protect the Environment and Nature/Living Creatures	3	4.8
	Scientific Process Skills (Examination, Observation, Interpretation)	3	4.8
	Nature and Environmental Knowledge	3	4.8
	Understanding	2	3.2
	Reasoning	2	3.2
	Critical Thinking (Accepting/Rejecting Different Ideas, Adopt the Idea)	2	3.2
	Enriching Creativity and Imagination	1	1.6
	Multiple Intelligences		
	Making Inquiries		
	Total	62	100
			%52.1
Development of Affective and Valuation Skills in Students	Love for Nature/Living Creatures	23	55
	Being Merciful, Compassionate and Understanding to Nature/Living Creatures	8	20.8
	Being able to empathize with nature/living things	6	14.4
	Respect and Valuing Nature/Living Animals	4	9.6
	Being Peaceful and Egalitarian Toward Nature/Living Creatures	1	2.4
		Total	42
			%35.3
Development of Language and Expression Skills in Students	Oral/Written Expression (Story, Poem, Letter, Diary Writing, Self-Expression, Presentation)	10	67
	Identifying the Main Idea	2	13
	Language development	2	13
	Listening and Monitoring	1	7
		Total	15
			%12.6
	Grand Total	119	%100

According to Table 5, it is stated that the film can improve the development of cognitive skills at rate of 52.1%, and affective and valuing skills by a high rate of 35.3%. In addition, teachers state that the film can also be effective in developing language and expression skills in students. Sample sentences regarding teachers' views on this theme are given below:

T20: *It can support to create awareness of environment and nature protection.*

T2: *It supports the development of the characteristics of being responsible about environmental protection, having a peaceful and egalitarian perspective towards nature, being respectful towards nature, being able to empathize with living things in nature.*

T3: Listening, watching, determining the subject/main idea of what they watch and listen to.

The content analysis of teachers' views regarding the fifth research question (In which aspects does "The Fox and The Child" film contribute to education?) is shown in Table 6 below.

Table 6. Distribution of Teachers' Views on In Which Aspects "The Fox and The Child" Film Can Contribute to Education and Training

Themes	Codes	f	%
Contribution to Cognitive Learning	Raising Nature-Environmental Awareness	5	25
	Multiple Intelligence Development (Naturalist, Introvert, Verbal)	5	25
	Learning by Questioning Environmental Issues	4	20
	Easy-Permanent Learning	4	20
	Learning by Concretizing Abstract Concepts	1	5
	Learning through Reasoning	1	5
		Total 20	100
			%40.8
Contribution to Affective Learning	Affective Learning	3	37.5
	Bringing the Love of Nature	2	25
	Increased Interest in Nature Issues	1	12.5
	Learning Environmental Awareness	1	12.5
	Love of Nature and Empathy Development	1	12.5
		Total 8	100
			%16.3
Contribution in Terms of Content	Content Related to Natural Life and Animal Species	3	50
	Content Related to Environmental Issues	2	33.3
	Content Related to Human-Nature/Animal Relationship	1	16.7
		Total 6	100
			%12.2
Contribution to the Learning Environment	Enriching the Teaching Environment	3	60
	Interactive Learning Environment	1	20
	Fun Learning Environment	1	20
		Total 5	100
			%10.2
Contribution in Terms of Teaching Method	Question answer	1	25
	Group Discussion	1	25
	Brainstorming	1	25
	Debate	1	25
		Total 4	100
			%8.2
Contribution in Terms of Teaching Materials	Being Teaching Materials	1	33.3
	Audiovisual Material	1	33.3
	A Multifunctional, Dramatic Material	1	33.3
		Total 3	100
			%6.1
Contribution to Behavioral Learning	Acquiring Natural Life Protection Behaviors	2	66.6
	Positive Outdoor Behavior Training	1	33.3
		Total 3	100
			%6.1
		Grand Total 49	100

According to Table 6, teachers state that the film will contribute to cognitive learning at a rate of 40.8%, to affective learning at a rate of 16.3%, in terms of content 12.2%, to the learning environment at a rate of 10.2%, in terms of teaching method at a rate of 16.3%, in terms of teaching materials at a

rate of 8.2%, to behavioral learning at a rate of 6.1%. Sample sentences regarding teachers' views on this theme are given below:

T7: *It provides easy and permanent learning as it concretizes abstract concepts.*

T19: *Environmental awareness increases, they question their environment, learn about animal species and their lives, love of nature and empathy develop.*

T3: *Nature and environment issues.*

T10: *It makes the educational environment more fun.*

T27: *Comprehension, question and answer.*

T29: *A multifunctional visual, auditory, dramatic material.*

T1: *I am sure that it will provide behavioral training regarding nature.*

DISCUSSION

This section includes the codes revealed in the content analysis of teachers' views on the movie *My Friend Fox* and the interpretation and discussion of the findings of the themes developed accordingly. It was seen that the "Teachers' views on which lesson(s) the film "The Fox and The Child" can be used in education-training" included in the first sub-problem of the research were 37% in lessons related to life and relationships (life studies, social studies, physical education, philosophy), 30% in science-related lessons (science, biology, geography) and language-culture-related lessons (Turkish, visual arts, Turkish language and literature). The conclusion that the movie can be used at the highest level in lessons related to life and relationships is parallel to the fact that the subject of the movie is about human-animal relationships. Indeed, Russel (2007; cited in Russell et al., 2013) states that social studies teachers have been using movies for educational purposes for years, and Weinstein (2001) is in line with his words that movies have become "history educators". In addition, the data obtained show that teachers find the film suitable for science courses such as biology, especially since it involves observing nature, animal and plant species. This is consistent with Takmaz et al.'s (2018) views that films can be used for science and environment/nature topics such as the dissemination of a sustainable understanding of nature, the respect and value of all living things, and the fair and responsible coexistence of inanimate elements with living things. However, it is interesting that a high proportion of teachers' views in the study also emerged regarding the use of the film in language and culture courses. This situation is important in terms of showing the opportunity for the film to be used in language and Turkish language learning beyond what is expected. Essentially, this result suggests that it is no coincidence that Özdağ and Gökalp-Alpaslan's (2011) views on the necessity of addressing literary works with environmental criticism theory emerged and were discussed in the field of language and literature. According to the distribution of teachers' opinions on which school level(s) the film "The Fox and The Child" is suitable for, in the second sub-problem of the research, the movie was found to be suitable for watching in primary schools (primary-secondary school, special education) at a rate of 80% and in high school at a rate of 20%. Accordingly, it is significant that the movie, which tells the story of a little girl, was also found suitable for high school by the study group, which is mostly classroom teachers, and it also shows that it can be used for students in concrete and abstract cognitive development stages at different age/class levels. The research result is consistent with Russell, Kenna and Poole's (2013) view that the use of movies in the classroom is extremely common. As a matter of fact, it is reported that films and documentaries with appropriate content are used in many fields such as psychology, communication, sociology, and guidance (Roberts et al., 2009; cited in: Russell et al., 2013).

According to the distribution of teachers' opinions on which subjects the content of the film "The Fox and The Child" would be most associated with, in the third sub-problem of the research, it was stated that it could be associated with the environment and the structure of nature at a rate of 41%, human

life and relationships in nature at a rate of 32%, getting to know living things at a rate of 16%, environmental protection behaviors at a rate of 6% and only 4.5% with valuing nature and living things (Table 4). Many researchers emphasize the power of movies in developing critical thinking and critical literacy skills (Brown, 2011; Fontaine, 2010; Stoddard & Marcus, 2010; White, 2009; Pimentel, 2010; James et al., 2011; cited in: Russell et al., 2013). In addition, the results obtained show that they associate the movie with the course outcomes and content in the curriculum, especially the issues of environment and nature structures and relationships due to its subject (MEB, 2018a, b; MEB, 2022; MEB, 2023). In this context, the fact that teachers associate the movie with the development of environmental protection behaviors and valuing nature/living things at a low rate suggests that it should be questioned whether there are few affective and behavioral outcomes in the curriculum of courses such as life sciences, science, biology and geography. However, many researchers report that movies can be used to increase students' enjoyment of course content, their sense of personal connection, and media literacy (James et al., 2011; Matz & Pingatore, 2005; Roberts et al., 2009; cited in: Russell et al., 2013). As a result, according to the views of the teachers, the film "The Fox and The Child" has significant potential to be used as an informal education and out-of-school learning environment. The data obtained show that the film "The Fox and The Child" suitable for students to use especially for cognitive, affective and values education. This situation makes us think that movies that are found suitable by analyzing the content can be teaching materials. Takmaz, Yilmaz, and Kalpaklı (2018) report that films can be used to restore the relationship between man and nature and to increase sensitivity to the ecosystem. Şen (2018), on the other hand, states that more scientific studies should be conducted on the use of movies in education.

According to the distribution of teachers' views on which structures/characteristics the film "The Fox and The Child" can support the development of in students, 52% stated that it can support the development of cognitive skills in students 35.3% stated that it can support the development of affective and valuing skills in students; and 12.6% stated that it can support the development of language and expression skills in students (Talo 5). Roberts and his colleagues (2009) also reported that when movies are used correctly in the classroom, they can help students' cognition rise to higher levels of Bloom's Taxonomy such as application, synthesis and evaluation. (cited in: Russell et al., 2013). Teachers' views that movies can be effective in terms of affective, valuing and language and expression skills are consistent with the findings of many researchers that movies can help students develop skills in critical literacy, sense of social justice, establishing personal connections, empathy and in subjects such as learning English, cultural and moral understanding. (Brown, 2011; Fontaine, 2010; Stoddard & Marcus, 2010; Weinstein, 2001; Pimentel, 2010; White, 2009; Aitken et al., 2003; James et al., 2011; Matz and Pingatore, 2005; Roberts et al., 2009, Metzger, 2010; Study of School Uses of Television and Video, 1997; cited in: Russell et al., 2013).

According to the distribution of teachers' opinions on the aspects in which the film "The Fox and The Child" can contribute to education and training, which is included in the fifth sub-problem of the research, it has been emphasized that it contributes to cognitive teaching (approximately 41%). However, the fact that they are of the opinion that the film contributes in terms of affective teaching, content, learning environment, teaching method, teaching material and behavioral teaching (16.3%, 12.2%, 10.2%, 8.2%, 6.1% respectively) is important in terms of revealing both the teaching and pedagogical potential of all films in the context of this film (Table 6). However, according to the results obtained, teachers may have expressed these answers with low intensity because they do not see the film as a strong educational tool in terms of supporting teaching material and methods. Indeed, Russell (2012) states that teachers may have reservations due to the risk of undesirable negative results when using the film as a pedagogical tool in lessons. The researcher also reports that the appropriate use of films in the classroom is vital, but that there is a lack of knowledge about using films in an educational manner in pre-service teachers' education programs (Russell, 2012). However, Russell (2012) emphasizes that social studies teachers must use films effectively and legally in order to turn students into 21st century citizens, and therefore, formal training in teaching with films is necessary for current and future teachers to be able to use films as a teaching strategy in classes. Fontaine (2010)

emphasizes that the low use of films in classes and the failure to address students' critical literacy through films are a missed opportunity in modern classrooms.

CONCLUSION

Based on the opinions of teachers in the study, it was concluded that the film "The Fox and The Child" can be used in lessons related to life and relationships (life studies, social studies, physical education, philosophy), in science lessons (science, biology, geography) and in language and culture lessons (Turkish, visual arts, Turkish language and literature); in primary and secondary education levels; in relation to the structure of the environment and nature, human life and relationships in nature, getting to know living things, environmental protection behaviors, valuing nature and living things; in the development of cognitive, affective-valuation and language-expression skills; in terms of cognitive learning, affective learning, content, learning environment, teaching method, teaching material and behavioral learning in education and training. Accordingly, the film "The Fox and The Child" can be used as an effective teaching material in primary and secondary education, in teaching environment/nature subjects, and to develop student characteristics. The perspective created by this study can be a guide for new studies on increasing the number of films examined for their suitability for education and training, addressing issues such as critical literacy, media literacy, as well as environmental literacy, and expanding effective out-of-school learning environments, and for the understanding of education in the modern digital age.

SUGGESTIONS

The following suggestions can be made regarding the use of the film "The Fox and The Child" in education:

- It can be used as a teaching material in science, social sciences and language courses on the subject of environment/nature.
- It can support teaching methods in formal education, distance education and informal learning environments for students in abstract development ages, starting from the concrete development period.
- It can be used as a teaching material in lessons, supporting teaching methods and learning environment.
- It can be used for the development of cognitive, affective and behavioral skills and learning about nature and environmental problems.
- It can be used for emotional development by activating feelings such as love, respect and compassion for nature and living things.
- It can be realized for values education by activating structures such as empathy, responsibility awareness, respect, peacefulness, egalitarian approach and valuing.
- Applied, experimental and experiential research can be conducted on different and large samples regarding the use of the film in education and training.
- Detailed research and studies can be increased regarding the content and usage benefits of environmental and nature content films such as the film "*The Fox and The Child*".

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RESEARCH AND PUBLICATION ETHICS STATEMENT

- This material is the author own original work, which has not been previously published elsewhere.
- The paper reflects of the author own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

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