Details

The Future of EdTech and Using Movies in the Classroom with Andre Daughty - 185
In this episode, education consultant and fellow FETC featured speaker, Andre Daughty, joins to discuss the impact of teaching and learning with movies in the classroom. You'll also hear about our upcoming speaking sessions at the National Future of Education Technology Conference (FETC) and some thoughts about the evolution and future of EdTech.

Link to live show notes: https://classtechtips.com/2022/10/18/movies-in-the-classroom-185/

Introduction

Hello there, my name is Monica Burns and welcome to today's episode of the Easy EdTech Podcast!

I'm a former NYC public school teacher and started the Easy EdTech Podcast in 2019 to share my favorite tips, tricks and strategies for technology integration. You'll hear stories from my time in the classroom, the work I do now with schools and districts, and my travels to different EdTech events.

Each episode is designed to give you ideas you can try yourself, share with a colleague, or bookmark for later in the school year — so don't forget to head to my website classtechtips.com/podcast for all of the show notes and resources from today's episode.

If you're listening to this episode on Apple Podcasts, Spotify, or Google Podcasts, or another podcast player you'll see the show notes link in the description, too.

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Today's Intro

This week's episode is titled: "The Future of EdTech and Using Movies in the Classroom with Andre Daughty" and I am so excited for you to listen to this episode. Andre and I are both featured speakers at the FETC conference taking place at the end of January. I love this event and am just so honored to have been invited back as a featured speaker again, and this year FETC is taking place in New Orleans. I'll share all the details for this event in the show notes for today. In our conversation Andre and I will chat about FETC and the future of EdTech, but we'll also talk about one of the big themes in his list of sessions, which is using videos and movies in the classroom. Let's dive in!

Episode Transcript

Monica Burns:
Welcome to the podcast today. I am so excited to chat with you. And before we dive into all things, EdTech and FETC and videos and movies in the classroom would love to just start off with hearing a bit about your role in education. What is your day to day look like?

Andre Daughty:
Yeah. Hi friends Andre Daughty here, born and raised right here in Oklahoma city, Oklahoma. I was that kid in the classroom who was always making noise. I'm sure you have people like that in your classroom right now. And I'm just so elated that it's come full circle where the kid who was always a troublemaker. So to say the kid who could do the work, but then was bored after the work, the kid who was always doing the talking now gets the opportunity to always do the talking

Andre Daughty:
That person. I am now an instructor of learning and facilitating here, there a little bit of everywhere. I find my work doing more as an educational consultant where I get the honor to serve educators and staff members and, you know, colleges and schools of colleges at different universities and things like that. And I just get to inspire them to look a little beyond of what the day to day normally looks like inside of their class. Like open up the creativity all over again. Mm-Hmm, <affirmative> inspire them, motivate them, encourage them to dream big and to think bigger inside of class because our students have been dreaming bigger and have been thinking and creativity. Now I'm just trying to bridge it all together.

Monica Burns:
Nice. Well, I mentioned in the intro, our FETC featured speaker connection. And so we'll talk more about that during the episode today, but you know, as we're thinking about all things, EdTech, I love to kind of start off with just, you know, what you're seeing now in the work that you do and all the spaces that you get to spend time in, you know, what are some of the

challenges facing educators who want to make the most of technology and digital tools in their classrooms?

Andre Daughty:
Yeah, the thing that I am seeing the most, and I really, it transition COVID remember when, you know, pre COVID, everybody was kind of in their own silos, doing their own thing in their own way, in their own path. And then the world shut down and we, as educators had to flex and, and had to adjust, I mean, at a blink of an, and what I noticed and what I see now before then it was like we wanted to integrate technology and, and embedded in the curriculum. And, you know, they, EdTech integration specialist mm-hmm <affirmative>, and then that all got thrown out of the way. It's no longer we want to, it is a part of today's vernacular. It is just what education is back in our day <laugh> I'll date myself here. We used to finish the work in class, you know, finish the work at your desk at your table. And then you go to that center, that station that is now they have embraced that where it's no longer, we, we want to try to use our iPads or our Chromebooks or whatever devices that they may have. It's now let's use mm-hmm <affirmative>.

Monica Burns:
Yeah. I mean, there's been such a big shift over the past few years, as you mentioned. And, you know, I think that idea of being in a silo, like you said, right, just a few things that might have happened in these smaller ways. Right now the conversation has changed so much. Right. And there's just a lot more, I would say, just a lot more conversations in general about what's out there. What's the best practice. What, you know, is the future going to look like, and I'm excited to jump into this idea of the future of EdTech with you. And as I mentioned specifically, with that involvement with the FETC at conference happening in January before I, his I pressed record here, I know I said like, it's going to be here so soon, right? Just a couple months away. Before we talk about that future of EdTech or what you kind of predict or, or see coming, I noticed that you had two sessions on the schedule connected to video, right. One that was using movies in the classrooms, another on YouTube, you know, how is video, a powerful learning tool?

Andre Daughty:
So I'm going to be brutally transparent right here with you right now, before we jumped on this zoom, I had just purchased a new truck, a used truck, you know, we teach, we don't have much money, but I purchased a used truck. And it was really inexpensive because there's a lot of things that's kinda broken with it. Mm-Hmm <affirmative>. And instead of me going to a mechanic to fix some of those little small things, mm-hmm, <affirmative>, you know, at outrageous prices, I just went to YouTube and three things so far, they were like, oh, this is how you do this. I'll give you an example. One of them is the little you remember? Yeah. It's

not like a 12 volt, but it's like a 10 volt that you plug in to get power for your phone. We used to have, it was the cigarette lighter. Remember those?

Monica Burns:
Yeah.

Andre Daughty:
That's broken. So I went on YouTube and it's like, this is how you pop it out. This is how you get a new one. So I went to Amazon, got it. On Amazon prime went ahead, plugged it in. It is just a simple plug and play, plugged it in, pushed it back in it's working. There is another one that was broken. And I was like, well, instead of doing another, a cigarette lighter, I wonder if they have a 12 volt, like a three prong, like most of our homes mm-hmm <affirmative> and Amazon does. So then my second question was, has anyone else ever thought of doing that? So I went right back to YouTube and plugged it in. And there are so many people who's like, this is how you do it. It won't break your car. Your car will not burn. It will not blow plug it in.

Andre Daughty:
So if I'm doing this on something for me, I'm sure everyone in this world is now using video to be a part of the learning experience. And then I think of my son who loves XboxPlayStation, and one day this joystick broke. And then they always talk about, if you break the seal, you've broken the warranty, the warranty's been gone. So what did he do? He went to YouTube, flipped it over. They showed him exactly what to move, how to change it, how to clean it, how to fix it is back to normal and running. And so I really believe video is playing a better part in education from in the past. Have you ever had any thing that you've like seen on YouTube?

Monica Burns:
<Laugh>

Andre Daughty:
Andre now I'm curious, have you like gone on YouTube to learn, to fix the create mix?

Monica Burns:
Oh my gosh. Yeah. You bet. It's so funny. As you were talking about that car story. I remember a couple years ago, I was like, my toilet was making a funny noise and I immediately was like, I can solve this. Right. I went on YouTube. I like, I had my hand down the back of the tank and I was like, yeah, I don't think I can do this and play the video at the same time. You know? But just that instinct was there. Like these how-tos are out there. I can pause. I can replay, I can slow it down. I can turn on the captions. Right. And so all of those strategies, you know, just

like you mentioned, right. Are so authentic are so built into our everyday experiences. Right. We go to Google and sometimes a YouTube video, right. Pops up as a response.

Monica Burns:
Right. It's not just those pieces. So I'm so appreciative that you mentioned that example because you know, we know that there are students who have all sorts of, you know, technical issues. I might come across just things they're curious about. Like, I bet you can, or I wonder if right. A sentence starters and they go out there and they find those answers to those questions. So, you know, when we talk about this medium of video, right? So many tutorials, so many great things that are out there, you know, what about movies, right. Are you noticing that that type of content is resonating with students?

Andre Daughty:
Yeah. The same way, how YouTube is now, like the second, most popular in the world. And everybody goes to it. Everybody's now making connections through movies. So back in the eighties, once again, I'm dating myself here, but in the eighties, when the action used to just be Arnold or a Sylvester Arnold, and they would do this kick and it would just be just so outrageous, like the karate kid, you know, when he did it was so we were like, yeah, okay. That's cool. You know, happy ending mm-hmm <affirmative>. But now today's viewers are so much more intelligent where they analyze the script, they analyze the video, they're analyzing everything. And the next thing, you know, they're like, that's not realistic. I can't understand why, but the physics don't play out there. And, and so today's students are that same way. Mm-Hmm <affirmative> today's students will look at a movie and say, is that real? Hmm. And so now all of our movies are now having to put real elements in. I'll give you a perfect example finding Nemo mm-hmm

Monica Burns:
<Affirmative>

Andre Daughty:
What made finding Nemo. So great. Wasn't just the story. But it was that the people from Pixar literally went to the EAC and spent hours and days there researching the currents, researching it all. So when they finally put that in the actual movie, it was realistic. I'll give you another example. Mm-Hmm <affirmative> SpongeBob. Now SpongeBob to us is just a wacky cartoon. But if you actually research, SpongeBob has a lot of scientific elements in the ocean in each episode. And then you can go down a rabbit hole on YouTube. If you wanted to, how it is actually a part of a volcano called a to a T O L L mm-hmm. <Affirmative> how that explosion from a, a new actually helped form what SpongeBob and bikini bottom is.

Monica Burns:
<Laugh>

Andre Daughty:
Like, you could go down that rabbit hole, but that's what today's students are doing. Today's students just don't see a movie for movies sake. Now they still enjoy it. But now they want to see the fact, there are so many YouTube channels of, of people who are now analyzing movies, mm-hmm <affirmative> and giving you all the Easter eggs missed. And so our students are very, very, very, very interested in this. And so that's where it came in for one of my sessions, like the real lesson within mm-hmm <affirmative> I realized that a lot of my students were asking, Mr. Dowdy, have you seen this, Mr. Dowdy, have you seen that? And I hadn't seen a lot of their movies and the more I started watching their movies, the more lessons I started to see in those movies, the metaphor is the symbolism behind the scenes things, the Easter eggs.

Andre Daughty:
And we started having conversations on those. And then you started to see like characteristics pull forth on integrity. Mm-Hmm <affirmative> on perseverance on being honest. I mean, all of these different character traits were in these movies that a lot of the students didn't know. And so I started to use movies more in the classroom. Now that I'm outside of the classroom, I still use those movies just to help us as educators to see you can play that movie in a, in a lesson or during the teaching moment to give them opportunities to learn as well.

Monica Burns:
I love those authentic connections and just the vocabulary building the context that like all the things that you're saying right now, as we think about the role of technology in the classroom, it might have been possible in the past, but now it's just way more accessible. Right. We can find that you don't have to go to Blockbuster. Right. And hope that the video is there and get to the very good part and hope that everything works. Right. Yeah. But now we can pull up just that clip. Right. Or we can show that piece or modeling those lifelong learning strategies, just like you mentioned, right. Or, you know, how this place came to be, or the research that goes into it. And I think with, you know, students often taking on a creator role right. More frequently, right. Making their own videos, they're way more prepared for the, what if or how did they do that? Or I'm not sure, like, or did they have permission for that song? Right. How does that work kind of conversation? So, you know, you shared a few already, but you know, if there's a teacher listening who wants to bring more movies into their classroom, do you have any, you know, great tips to share with them?

Andre Daughty:

Yes. Literally look at the movie from that lens. For me it was, I had two kids at the time. And once again, teacher salary, we don't make a whole lot of money. So we literally went to the Blockbusters and the Red Boxes and rented Pixars. And after watching the Incredibles for about two times, you gotta think differently to get through the movie watching it. And I was like, is really teachable the same with any other Pixar. Oh my that little clip. Oh yeah. That, that is. Hmm. And now I'm looking at every movie from a different perspective. Mm-Hmm <affirmative> I can't just watch a movie just to watch a movie now in game Avengers, I was like, oh, this is good action. But where's the teaching lesson, you

Monica Burns:
Know,

Andre Daughty:
I was watching Moana with my daughter and towards the end of it, she has the heart of defeat you in her hand. And I'm like, this is it. Oh, this is a teachable moment. Mm-Hmm <affirmative>. And I even find myself going back to like some of our classics and looking at them through a different perspective. I'll share this one with you real quick. I was hanging out with some high school students. We're all in class, you know, we're talking good things. And they were telling me how much they hated roommates and how they, and I'm like, okay, say more. And they were talking about how they hated the the new karate kid. Mm-Hmm

Monica Burns:
<Affirmative> co Kai. Yeah. <laugh>

Andre Daughty:
So no with Jayden Smith.

Monica Burns:
Oh, the movie. Oh yeah.

Andre Daughty:
Hated it. Cause they seen the older one. Yeah,

Monica Burns:
Totally.

Andre Daughty:
And I flipped the switch on them and said, did you know that the older version Ralph Machio, which is the, the protagonist mm-hmm <affirmative>, he's actually the antagonist. And they

all gave me a funky look like whatever I said, no, really the villain of the movie is him. And I had him all pauses. And I knew right then at that moment that a friend of ours, something Kevin Honeycutt talks to the hook, em, and cook them. You gotta throw the line and hook them. And then once when they're motivated, then you can cook them and you can open their minds wherever. And so I stunned the entire class, right? Yeah. I said, well, go back and watch the, he was the one at the,

Andre Daughty:
It was him who threw the first blow. It was him talking noise. It was him who threw the stuff and went running down the alley. He was the person who started it all. And by that time, the entire class in the uproar. Yeah. I, and so discussed 20 minutes just on that. And I think that's the power of media today, where sometimes you see one perspective and you kind of get that in your head of this is the only way mm-hmm <affirmative>. But if you could shift just a little and be open minded, you could probably see a different perspective. And so then all of them for the rest of the day was like, Mr. Dody, you blew my mind. And I wanted to take credit for it. I really did. Mm-Hmm <affirmative> but watched on YouTube few months before that someone else went down that rabbit hole and explained it to me on YouTube, how Ralph Macchio was actually Daniel, actually the antagonist and compelling argument. So of course, then I give it to the English teacher mm-hmm <affirmative> and how the English teacher was like, what supposed to do with this <laugh>. And I was like, you could easily talk perspective.

Monica Burns:
Yeah.

Andre Daughty:
Like you could talk, you know, we're citing sources here. We're looking at evidence, which way is actual the way. And it was such a great time. A great, I hated that I had to leave that group that day. Cuz they were hooked. Yeah. They were, they were ready to do a film, a film study with me just to dig into how Mr. Miyagi and Daniel's son were actually the evil one

Monica Burns: <Laugh>

Andre Daughty:
Even Mr. Miyagi. Like

Monica Burns:
He,

Andre Daughty:

So he's actually accomplished like, like exactly.

Monica Burns:
<Laugh> it was really, I love that. No, just, just the ability to spark a discussion right. Or time where there's going to be a strong feeling or right. That disruption of what we take to be true. Right. And that's that's such a fun example. I love that. And now I need to think a little bit on this, especially as I think back to Cobra, Kai and the Netflix, please go down. Right. I need to go down. Yeah. Totally need to go down that rabbit hole. And you know, even as you were talking about right. That YouTube connection, right. Or hearing that argument first, right. On a YouTube video from a creator, I think it's just such a great reminder that there's so much lifelong learning built into these viewing experiences. Like I find myself having to, you know, rewind or press pause, cuz now I've been looking at Wikipedia for five minutes of this movie to find out like, did that really happen? Is this like, which part of this is based in truth. Right. And I mean, there's just, there's so much to go there and I'm excited for, you know, your sessions. I know you've got those two at FETC that are with that video and movie connection. But before we talk about some of your predictions for the future of EdTech at FETC, can you share a little bit more about the other topics that are on your schedule?

Andre Daughty:
Yes. Another one is called the classroom starts with culture. And in this one we discuss like how do you actually set up a classroom where everyone's voice is heard, where everyone feels loved, appreciated and not just tolerated. And then what does that look like from a leadership perspective? How so many of our teachers I was doing some research and one of 'em said that the majority of the teachers who leave a school or leave the district, it isn't because of the money it's because they didn't feel loved and appreciated mm-hmm <affirmative> so administrate a leadership perspective. How do you set that culture up where everyone's voice is heard, where everyone is giving their best where everyone's abilities and talents are being used and not just you do it my way and that's it like, how do you bring everyone together?

Andre Daughty:
And through that we share some stories, some strategies, some tips, some tricks. And then once again, I want to PR I want to shift perspective. Yeah. I think that's one of the things I love to do is just share true on, you know, what happens in education and why it happens and then how can we flip it and switch it? So it doesn't happen for others. Mm-Hmm <affirmative> so that's a classroom that starts with culture. And then another one that I am sharing it is called from preschool to prison. Mm-Hmm <affirmative> and how to shift that mindset. Mm-Hmm <affirmative> and this one is this, this one is a tough pill to swallow, but it is a needed pill to swallow in education because oftentimes we talk about equity, but we really don't unpack what that really means for all students. When we say we want to teach all students, well, all

students have all perspectives. Mm-Hmm <affirmative> sometimes we overlook the all in all students. And so we kinda unpack that what it looks like and how there are traces from preschool through middle school mm-hmm <affirmative> and how they correlate to some of the people who have been in prison. Mm-Hmm <affirmative> and I love that one the most because it it's the truth. Yeah.

Andre Daughty:
Yeah. I mean, yeah. Once again, I share some of my examples. I share just me being a black man in education mm-hmm <affirmative> and having dealt with some of those pipelines and if it wasn't for the community and parents and, and other educators who saw the pipeline happening mm-hmm <affirmative> and said, we are not going to go that route. Here's some other ways to shift it. One of the examples that I share in there once again, how I told you, I'm always a talker. Yeah. But that's just how I've been. It was always on my report card. Andre is really smart. He talks a lot. That, that was me. And for some teachers that talking was, he's talking back too much. Mm-Hmm

Monica Burns:
<Affirmative>

Andre Daughty:
And we told him to be quiet. Now he has four check marks on the board and detention and suspension and for others, oh, he's not talking enough. Andre, go explain that over there. Andre, what is your, what is your thinking on this share for us, explain it in a different way. And so they embraced my talking compared to other teachers who shut it down. Mm-Hmm

Monica Burns:
<Affirmative> mm-hmm

Andre Daughty:
<Affirmative> so there's a balance that had to be taught. And the teachers who showed me that balance were your really good educators. Yeah,

Monica Burns:
No I, and so

Andre Daughty:
We all of that in, in the session as well.

Monica Burns:

That's fantastic. And I appreciate you giving us a preview of those sessions that you're doing, and I'm going to include a link where everyone can find your full session and schedule list, which is robust. <Laugh> a lot of things happening, right? It's going to be a busy busy January event. And, you know, because FETC is focused on that future of EdTech, and you've already made a lot of connections as we've talked today about, you know, that future planning and thinking about all the things that we want students to accomplish and be able to do. But is there anything that you think we're going to see more or less of in 2023 when it comes to EdTech?

Andre Daughty:
Yes. And here's something and I won't say it's controversial, but I'm just seeing the shift mm-hmm

Monica Burns: <Affirmative>

Andre Daughty:
And the shift is our technology conferences are going to mesh more with just curriculum mm-hmm <affirmative> with just strategies. I can re I can recall the years that we would go to ISTE and it was just here's the new gadget mm-hmm <affirmative>. And then we, as educators would say, how do we use that gadget in our curriculum? That's a interactive whiteboard or, oh, that's clickers. How do Hmm. And then we, as educators did like that heavy lifting because they were just selling product and we were trying to connect that product to curriculum. And what I am seeing more of is, is no longer separate

Monica Burns:
Mm-Hmm <affirmative>

Andre Daughty:
I'm seeing the future of EdTech is just education. These are some strategies that we're using. It's no longer called EdTech is just called education. That's what I'm seeing. The more and more I'm in these schools around the country and, and being able to serve and to help other schools, they don't say, Hey, Andre, can you gimme five tips to do Google? Right. Right. They're not doing that anymore. Mm-Hmm <affirmative>, it's more of, okay. So I was in Google classroom and I was trying to blah, blah, blah, blah, blah, blah, blah. And for whatever reason, my students, they couldn't connect this to that, to this, to that. And so it is a lot more curriculum facing than technology facing. And I'm grateful for that because technology changes so much, I'm loving how so many of our educators are just saying, I want a good educational strategy. Not, I want a good GA,

Monica Burns:
I love that prediction. Right. Just, you know, or I should say observation even right as we're moving into to 2023. And I know that just from looking at the speakers and the session titles, that that's definitely going to be a big emphasis, you know, for, for the conference. And I need to actually count it up and not just guess, but I think this is my fifth or sixth, FETC maybe seven. I don't know. It's been a bunch. So I'm just, I'm excited for New Orleans. And we'll put all the links out for FETC here where listeners are listening in today. But before we officially finish up, where can people connect with you? Where can they learn more about your work?

Andre Daughty:
Yes, I am on all the socials cuz I'm, I'm just different. Mm-Hmm <affirmative> but I'm on all of the socials, Andre, a N D R E D a U G H T Y. So wherever you would like to, to connect I'm game for it, let's go. Cuz I think we all learn best together. Mm-Hmm <affirmative> and when one wins, we all win. So if I can help you in any way let's connect and let's go from there.

Monica Burns:
Awesome. Well, we'll make sure to include all of that so people can click and follow along and all of those great things. Thank you so much for your time today.

Andre Daughty:
Thank you.

It was so much fun chatting with Andre today and you can bet that I'm counting down the days to FETC to meet in person and check out the sessions on his schedule. I'll include his FETC schedule, my list of sessions and plenty more resources in the show notes for today.

So let's make this EdTech easy with some key points from the episode…

> Look through a teaching lens.
> Identify teachable moments.
> Find the hook for students.
> Share a clip intentionally.
> Spark a discussion.
>
> Remember, you can find the shownotes and the full list of resources from this episode including all of the ways to connect with Andre Daughty on classtechtips.com/podcast and finding today's episode #185!

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Outro

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And if you want to share an idea from the episode with a friend or colleague, text, tweet or post the link on your favorite social media platform – and of course you can tag me @ClassTechTips with any questions!

Episode Resources

- Check out Andre Daughty's website, YouTube, & FETC Speaking Schedule
- Connect with Andre Daughty on LinkedIn, Twitter, Instagram, or send him an email
- Monica's FETC Speaking Schedule
- National Future of Education Technology Conference (FETC)
- Sharing EdTech Tips at the FETC Conference with Trafera (Blog Post)
- More Engaging Video Learning 6 Strategies That Work (Blog Post)
- How Virtual Field Trips Can Foster Curiosity (Blog Post)
- 10 Virtual Reality Field Trips for Earth Day (Blog Post)
- 25 Reasons To Use TED-Ed In Your Classroom (Blog Post)
- How to Use Video Playlists to Differentiate Instruction (Blog Post)
- Movies for Every Subject Area: Creating Active Learning Through Film (Blog Post)
- Ways to Use Video Playlists in the Classroom (Podcast Episode)
- Why I'm Exciting about 360 Video in Education (Podcast Episode)
- How to Quickly Access Movies to Share with Students (Blog Post)
- Movie-Making in the STEM Classroom (Blog Post)
- The Benefits of Using Moviemaking in Your Classroom with Jessica Pack (Podcast Episode)